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The
SMITH-McMURRY
LANGUAGE SERIES

FIRST BOOK



TWO-BOOK SERIES

JOHNSON PUBLISHING COMPANY

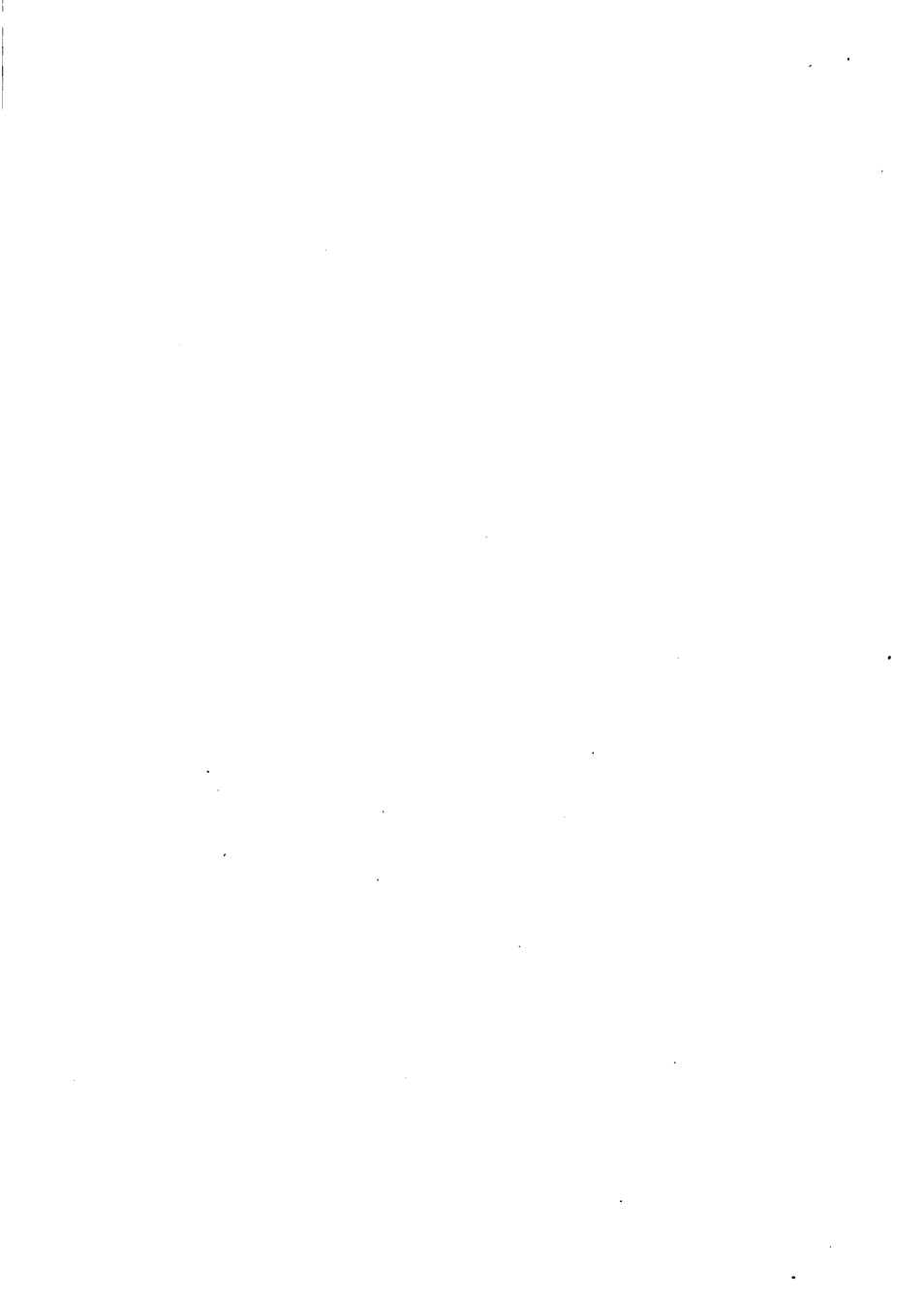
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**THE SMITH-McMURRY
LANGUAGE SERIES
FIRST BOOK**

BY

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**JOHNSON PUBLISHING COMPANY
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PREFACE

As some one has said, the task of the teacher of English is twofold:

- (1) To loosen the bounden tongue.
- (2) To train it to move aright.

In the elementary school these two aims should be made the basis of the work. Both are to be secured by oral exercises. Such work includes: training and practice in connected talking; careful articulation and pronunciation; exercises on common errors in speech (mostly through games and habitual use); enlargement and refinement of the vocabulary. The Smith-McMurry Language Series has made these four phases of language work basal. The word most constantly in use in the books is "Tell," and the questions asked are so framed as to train the child to "tell" in a connected manner. All children have something to say, for each day brings them a host of experiences that demand expression. The part of the teacher is to give the children the chance to relate these experiences under the right conditions. Instead of allowing the children to indulge in disconnected and garrulous conversation, she must provide opportunities for talking to some definite purpose; she must supply the situations which make language teach-

ing vital. In the Smith-McMurry Language Series these situations are based on the natural interests of childhood and youth; they include outdoor life, and the inspirational side of adult life. The children, however, are not asked to express the feelings and thoughts they will have when they become men and women, but the feelings and thoughts they have now, *as children*. The situations call for story-telling, original stories, dramatization, pantomime, and description. They train in the habitual use of correct speech; they provide instruction in capitalization, punctuation, and other details of form. In short, their aim is "to loosen the bounden tongue, and to train it to move aright."

The authors and publishers are indebted to the Page Company and Mrs. Laura E. Richards for the use of "Mother's Riddle"; to Houghton Mifflin Company for "The Robin's Rain Song," by Celia Thaxter, "The Rabbit's Nest," by John Burroughs, "A New Year Song," by Lucy Larcom, selections from *Hiawatha*, by Henry W. Longfellow, "The Four Winds," by Frank Dempster Sherman, "Christmas Everywhere," by Phillips Brooks, a stanza from a poem by W. D. Howells, an extract from *Walden*, by Henry D. Thoreau; to Charles Scribner's Sons for "The Wind," "My Bed Is a Boat," "At the Seaside," "Farewell to the Farm," "Travel," and "Marching Song," by Robert Louis Stevenson; to P. V. Volland Company and Wilbur D. Nesbit for "A Song for Flag Day"; to Robert Loveman for "A Rain Song"; to Henry Holcomb Bennet for "The Flag Goes By."

THE AUTHORS.

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THE SMITH-McMURRY LANGUAGE SERIES

First Book

LESSON I

STUDY OF A PICTURE

Each of you may name the picture on the opposite page.

Your teacher will write the names upon the board.

Choose the name which you like best and tell why you prefer it.

Ask your teacher for the name which the artist gave. The name shows what he considered the most important thing in the picture, or the center of interest. Notice where the light falls. In a picture, it always falls on the center of interest.

Look closely at the little nurse. Then describe her so clearly that your classmates can see her without looking at the picture.

In the same way describe the baby.

What else did the artist put into the picture to make it complete?

LESSON II**STORY FROM THE PICTURE**

Look at the picture again and think out a good story about it.

Tell:

1. What the girl was doing when her mother called her.
2. What her mother said to her.
3. What she said to her mother.
4. What she did while her mother was away.
5. What her mother thought of the little nurse when she returned.

LESSON III**ANOTHER STORY FROM THE PICTURE**

In the last lesson we worked out a story together. Now tell a story of your own about the picture, "The Little Nurse." Think of an interesting way to begin your story.

LESSON IV**MOTHER'S RIDDLE**

Read:

Mother has a kitten,
Mother has a mouse,
Mother has a bird that sings
All about the house.

Mother has a lassie,
Mother has a chick ;
All together have but two feet.
Guess my riddle quick.

— LAURA E. RICHARDS.

What pet names are given the baby in this riddle?
What pet names have you for a baby brother or sister?
What pet names have your father and mother for the
baby?

Learn the riddle and see if your father and mother can
guess it.

LESSON V

A RIDDLE

Use of the Capital and Period

Read :

It has a face.
It has no eyes.
It has no ears.
It has no mouth.
It has two hands.
It tells you what you often wish to know.

What is the answer to the riddle?
With what kind of letter does each sentence begin?
Notice the mark at the end of each. As you know, that
mark is the period.

Copy the riddle and take it home for your parents to guess.

Begin each sentence with a **capital letter** and close it with a period.

LESSON VI

MAKING A RIDDLE

Did your parents guess the two riddles which you gave them?

Make a riddle of your own for them to guess.

LESSON VII

TELLING TIME

Read :

Little Tommy Tallman stands in one place,
He has two busy hands and a little round face;
He speaks not a word, yet I have heard said
He tells nurse the time to put me to bed.

Can you tell time?

What kind of clock have you at home?

What kind of clock was "Tommy Tallman"?

Have you ever seen an old-fashioned clock like Tommy Tallman standing in a corner? Tell the class where you saw it and give a clear description of it.

At what time do you get up?

At what time do you go to school?

At what time do you have recess?

At what time does school close?

At what time do you go to bed?

Learn :

Sixty seconds make a minute,
How much good can I do in it?
Sixty minutes make an hour,
All the good that's in my power.

LESSON VIII

A RIDDLE

Read :

I am a flower.

I am round.

I am flat.

I am yellow.

I come in the spring.

I stay until fall.

When I am old, I turn white.

Then I am round like a ball.

The wind blows me away.

What is the answer to the riddle?

When you have guessed the riddle, you may copy it

How does each sentence begin?

How does each one close?

LESSON IX

THE DANDELION

For Reading

Read :

O dandelion, yellow as gold,
What do you do all day?

I just wait here in the long green grass
Till the children come to play.

O dandelion, yellow as gold,
What do you do all night?

I wait and wait while the cool dew falls,
And my hair grows long and white.

And what do you do when your hair grows white,
And the children come to play?

They take me up in their dimpled hands
And blow my hair away.

How many questions are asked in the poem? What is the first one? the second? the third?

When is the dandelion as yellow as gold?

When does its hair grow white? After the dandelion is white-headed, it soon becomes bald-headed. What makes it bald-headed?

Have you ever played with dandelions as yellow as gold? How did you play with them?

Have you ever played with them when their hair was long and white? How?

What is the dandelion's white hair?

A child may be the dandelion. The class may ask the questions and the dandelion will answer them.

LESSON X

STUDY OF THE DANDELION

Where does the dandelion grow?

When does it first come? How late does it bloom?

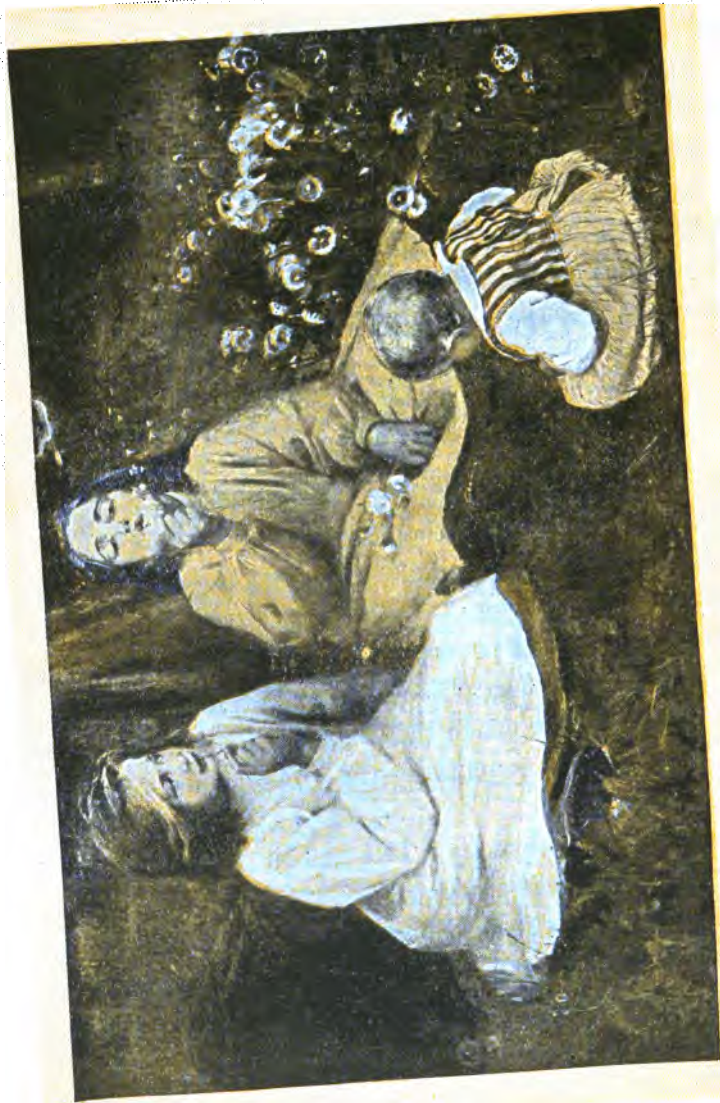
Notice the root.

Describe the shape of the leaves. Notice that they are jagged. The sharp points look like a lion's tooth, and that is the way in which the plant got its name. Notice that the leaves grow close to the ground and spread out like a rosette.

Describe the blossom. Tell how it looks when it is young and when it is old.

Blow the seeds from a dandelion's head. Notice how they fall. Which part reaches the ground first? What is the use of the little umbrella at the top of each seed?

What are the uses of the dandelion?



Two Women

LESSON XI

TELLING ABOUT THE DANDELION

Tell what you know about the dandelion. Tell about :

1. The place where the dandelion grows.
2. The time at which it blooms.
3. The root.
4. The leaves.
5. The blossoms.
6. The seeds.
7. Uses of the dandelion.

Notice that each part, or topic, is about a different thing. One child should tell about the first topic, another child about the next topic. Continue in this way. Be careful to tell only about your own topic.

LESSON XII

STUDY OF A PICTURE

Each of you may name the picture. Choose from these names the one which you think the painter might have chosen. Your teacher will tell you whether it is the right one.

Tell which person you think the painter put into his picture first.

What is the little girl trying to make the dandelion tell her? How can the dandelion do this?

Did you ever make the dandelion tell time?

How did you do it?

What is the other little girl doing?

Tell how she shows interest in her friend's play.

What time of day is it? How does the picture show the time?

What third person is in this group? What does he seem to be doing?

Notice the things you see in the picture besides the children. These make the background, or setting, of the picture. Why is the big basket put into the picture?

In what direction do you think these children will go when they leave the field? Give reasons for your answer.

LESSON XIII

STORY FROM THE PICTURE

Tell the story of the children's beautiful afternoon in the field.

Tell:

1. Their names.
2. What they said as they started out.
3. What their mother said to them.
4. What they did in the field.
5. How they found out when it was time to go home.
6. How they took the baby home.

LESSON XIV

THE LEGEND OF THE DANDELION¹

A Story to Tell

Read :

Once long, long ago the Angel of the Flowers came down to earth and wandered here and there, in field and forest and garden, to find and bless the flower she loved most.

As she hurried on her search she came upon a gay tulip, all orange and red, standing stiff and proud in a garden, and the Angel asked the tulip: "Where should you like best to live?"

"I should like to live on a castle lawn, in the velvety grass," said the tulip, "where my colors would show against the gray castle walls. I should like to have the princess touch me and tell me how beautiful I am."

But the Angel turned away with sad eyes from the proud tulip, and spoke to the rose.

"Where should you like best to live?" she asked the rose.

"I should like to climb the castle walls," said the rose, "for I am fragile and delicate, and not able to stand alone. I need help and shelter."

The Angel of the Flowers turned sadly away from the rose, and hurried on until she came to the violet growing in the forest; and she said to the violet, "Where should you like best to live?"

¹ From *For the Children's Hour*, by Carolyn S. Bailey, used by special permission of the publishers, The Milton Bradley Company.

"Here in the woods, where I am hidden from every one," said the violet. "The brook cools my feet, and the trees keep the warm sun from spoiling my beautiful colors." But the Angel turned away from the violet and went on until she came to the sturdy yellow dandelion, growing in the meadow grass.

"And where should you like best to live?" the Angel asked the dandelion.

"Oh!" cried the dandelion, "I wish to live where happy children may find me when they run by to school or romp and play in the fields. I wish to live by the roadside, and in the meadows, and push up between the stones in the city yards, and make every one glad because of my bright color."

"You are the flower I love the most," said the Angel of the Flowers, as she laid her hand upon the dandelion's curly yellow head; "you shall blossom everywhere from spring till fall and be the children's flower."

That is why the dandelion comes so early and pushes her head up everywhere — by hedge, and field, and hut, and wall — and has such a long, sweet life.

— CAROLYN S. BAILEY.

For what was the Angel of the Flowers searching?

To what flower did she go first?

Why did she not choose the tulip?

To what flower did she go next?

Why did she turn away from the rose?

To what flower did she then go?

Why did she not like the violet best?
What was the trouble with all of these flowers?
Which flower did she choose?
Tell why she chose that flower.
Tell this story in class.

LESSON XV

USE OF THE QUESTION MARK

Copy :

How many eyes have you?
How many ears have you?
How many hands have you?
How many legs have you?
How many feet have you?

With what kind of letter does each question begin?
What mark closes each question?

Exercises

I

Write questions about the dandelion for your classmates to answer.

II

Write questions about "The Legend of the Dandelion" to be answered in class.

LESSON XVI

USE OF "TWO"

Write the answers to the questions in the last lesson.
The sentences should be like the following:

I have two eyes.

With what mark will each sentence close?

Look at the sentences. Notice how you spelled the word *two*, answering the question, *How many?*

LESSON XVII

WRITING FROM MEMORY — THE COMMA

Look closely at the following stanza:

Two ducks before two ducks,
Two ducks behind two ducks,
Two ducks between two ducks,
How many ducks in all?

What is the answer to this riddle?

How many times is the word *two* used?

There are three words that begin with *be*. What are they? Can you spell them? Look at them closely and then look away from the book and spell the words to yourself.

With what kind of letter does each line begin?

What mark is placed at the end of the first line?

As you know, that mark is the **comma**.

What mark is at the end of the second line? the third?
the last?

Now look away from the book and tell what marks are
used in the stanza.

Be ready to write the stanza from memory.

LESSON XVIII

HOW TO WRITE NAMES OF PERSONS

Read :

Little Betty Blue
Lost her holiday shoe.
What can little Betty do?
Give her another
To match the other,
And then she may walk in two.

What was Betty's trouble?

Why was her shoe called a holiday shoe?

How many names has Betty?

With what kind of letter does each of her names
begin?

How many names have you?

With what kind of letter do you begin each of your
names?

You may write your own name and the names of some people whom you know.

About what must you be careful when writing the names of people?

Think of this when writing the names.

LESSON XIX

CLOVERS

Study of a Poem

Read :

The clovers have no time to play ;
They feed the cows and make the hay,
They trim the lawn and help the bees
Until the sun shines through the trees.

And then they lay aside their cares,
And fold their hands to say their prayers,
And bow their tired little heads
And go to sleep in clover beds.

Then when the day dawns clear and blue,
They wake and wash their hands in dew,
And as the sun climbs up the sky,
They hold them up and let them dry ;
And then to work the livelong day,
For clovers have no time to play.

—HELENA LEEMING JELLIFFE.

Your teacher will read this poem to you, if you cannot read it well. Then you may read it yourself.

Why have the clovers no time to play?

What do they do when evening comes? Which stanza tells you this? Have you seen clovers with "folded hands"? How do they fold them? Show how they bow their heads over their folded hands.

What do the clovers do when morning comes? Read the line that tells that it is morning.

Read the poem again, and try to see clearly the three pictures of the clover given by the poet.

LESSON XX

HOW TO WRITE NAMES OF PLACES

Read :

Pussy cat, pussy cat, where have you been?
I've been to London to visit the queen.

Three wise men of Gotham
Went to sea in a bowl.

Doctor Foster went to Gloster
In a shower of rain.

As I went to Bonner,
I met a pig without a wig,
Upon my word and honor.

The King of France went up the hill,
With twenty thousand men :
The King of France came down the hill,
And ne'er went up again.

Make a list of the places mentioned in the rimes.
With what kind of letter does each begin?
In or near what town or city do you live?
On what street do you live?
What is the name of your state?

Write the answers to the following questions in full sentences :

What is your name?
In what town do you live?
On what street do you live?
In what state do you live?

With what kind of letter did you begin each of your names?

With what kind of letter did you begin the name of each place?

With what kind of letter was the name of the street written?

Remember that the name of the street and the words *street* or *avenue* both begin with capital letters, as :

Franklin Street.
Pennsylvania Avenue.

LESSON XXI

SO BUSY

A Rime

Read :

What does the bee do?

Bring home honey.

And what does father do?

Bring home money.

And what does mother do?

Lay out the money.

And what does baby do?

Eat up the honey.

— CHRISTINA G. ROSSETTI.

What is the name of this rime?

Is this a good name for it?

Why do you think so?

How does the bee help us?

Name some ways in which fathers earn money.

Tell how mothers spend the money for the family.

What is the baby's part?

Which part would you rather have to do?

Have you ever heard anyone say "As busy as a bee"?

Tell your classmates when you have heard this expression.

LESSON XXII

REVIEW — THE QUESTION MARK

What is the first question asked in the rime "So Busy"?

Copy this question.

Copy each of the other questions.

Notice the **question mark** at the end of each.

How many question marks are there in the rime?

How many times is the period used?

LESSON XXIII

STUDY OF BEES

How many of you like honey? What makes honey? Where is it made? From what is it made? Have you ever seen bees gathering sweets, or nectar, from flowers?

There are three kinds of bees in a hive. The queen bee lays all the eggs. The workers make all the honey and the honeycomb. The drones do no work.

When a hive becomes too full of bees, a part of them, with a queen, go to a new hive. We call these bees a swarm, and when they fly from their old home we say that they are swarming. If they go to a new hive early in the summer, they make much honey. If they go late, they make little.

Tell anything more that you know about honey bees.

Copy the following rime :

A swarm of bees in May
Is worth a load of hay ;
A swarm of bees in June
Is worth a silver spoon ;
A swarm of bees in July
Is not worth a fly.

LESSON XXIV

A QUARREL

A Story to Tell

Read :

One day some drones flew into a hive and tried to drive out the workers.

The drones said, "This honey and the honeycomb belong to us."

"No, indeed ; how can you say such a thing ?" buzzed the angry workers. "This is our honey. We made it from nectar which we gathered, and we put it into the honeycomb that we built."

Then a battle began. The drones fought well and the workers fought well, but neither side won.

"Let us go to Judge Wasp," said the workers. "He is very wise. He will settle our trouble."

"Very well," said the drones, though they did not seem happy.

Away they all flew to Judge Wasp.

"What is the trouble?" he asked.

"The drones are trying to steal our honey and our honeycomb," buzzed the angry workers.

"It is our honey and honeycomb," hummed the drones.

"No, it is not," buzzed the workers; and such buzzing and humming was never heard before.

"Be still, all of you," snapped Judge Wasp. "You may each set to work and make some honey and honeycomb while I look on."

"Good!" cried the workers, and they went joyously to work. But the drones, who knew nothing about making honey, flew sadly away.

Do you know why?

— *A Fable.*

Was the wasp a wise judge? How did he show it?

Why did the drones seem unhappy when the workers decided to leave the question to Judge Wasp?

What word is used to tell how the workers spoke? the drones? the wasp?

LESSON XXV

PLAYING THE STORY

You may play the story, "A Quarrel."

First decide what persons or characters you will need.

in playing the story. Then decide what places are needed.

The teacher will help to choose the children for the different parts.

What characters act first?

Make the play move rapidly.

You should play this story several times and improve it each time.

LESSON XXVI

TELLING THE STORY

The story, "The Quarrel," may be told in different ways. One child may tell it just as it was told in Lesson XXIV.

Another child may tell it as if she were one of the workers. Her story might begin in this way:

I am a working bee in a busy hive. One day some lazy drones came to the hive and said —

The third child may tell the story as if he were one of the drones.

Still another child may tell it as if he were Judge Wasp.

Each child should begin his story in an interesting way.

LESSON XXVII

THE BUMBLEBEE AND THE CLOVER

Study of a Rime

Learn :

Came a roaring bumblebee,
Pockets full of money.
“Ah, good morning, Clover sweet,
What’s the price of honey?”

“Help yourself, sir,” Clover said,
“Bumble, you’re too funny ;
Never Clover yet so poor
She must sell her honey.”

This rime is sometimes called “A Bargain.” Why ?

Have you seen bees on flowers?

What were they doing?

Where are the bumblebee’s pockets?

What is the bumblebee’s money?

Have you ever noticed the substance with which his legs are covered? That is where his pockets have spilled over. That is his money.

Where did he get this gold?

On what flowers have you seen the yellow powder, or pollen, which the bee carries?

He takes this pollen from one flower to another.

The flowers are glad of the pollen, for it helps to make seed.

So the bumblebee really does pay for the sweets he gets. The flowers need his visits; they could not make seed without the pollen.

In the poem on page 24 you were told how clovers "helped the bees." These stanzas tell how this help is given.

How did the clover help the bumblebee?

LESSON XXVIII

USE OF "TOO"

Read:

Bumble, you're too funny.

Clover, you are funny, too.

Dandelion, is your nectar too sweet?

In the first sentence the word *too* is used to make the meaning of *funny* stronger. In the second sentence *too* means *also*. In the third it means *more than enough*.

Notice how *too* is spelled. How many *o*'s are in the word?

Give some other sentences in which you use *too*.

Tell about something that is *too large*, *too high*, *too thick*, *too bitter*.

Give sentences in which you use the word *too*, meaning *also*,

LESSON XXIX

REVIEW — WRITING QUESTIONS

Perhaps you wish to know more about bees.

Write some questions to ask your classmates or your teacher.

If your sentences are correct, the teacher may send them to another class to be answered.

With what kind of letter should each question begin?

What mark should be placed at the end of each of the questions?

LESSON XXX

A GAME

Use of "Have no"

Read :

1. I have something to write with.
2. Have you ink?
 1. No, I have no ink.
3. Have you a pen?
 1. No, I have no pen.
4. Have you a pencil?
 1. No, I have no pencil.
5. Have you a crayon?
 1. Yes, I have a crayon.

You are *It*.

How many children played this game? Why did not more play?

How many questions were asked before the object was guessed?

How was each question written?

How many answers were given?

Notice how the answers were written.

Play the game again, but have some other object to guess.

LESSON XXXI

ONE AND MORE THAN ONE

Copy :

Three young rats with black felt hats,
Three young ducks with white straw flats,
Three young dogs with curling tails,
Three young cats with pretty veils,
Went out to walk with two young pigs
In satin vests and sorrel wigs.

Notice these words :

hat	tail	veil	pig	wig
hats	tails	veils	pigs	wigs

The words in the first line mean *one*.

The words in the second line mean *more than one*.



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What letter was added to each word to make it mean more than one?

Make the following words mean more than one :

cup	book	boy	hen
doll	tree	girl	bird

What letter did you add to each word ?

LESSON XXXII

STUDY OF A PICTURE

This picture you can easily name. See which of you can choose the name that the artist chose, or one nearly like it.

Ask your teacher for the artist's name for the picture. Why do you think he chose this name?

What group did the painter put into his picture? Who is the center of interest? Why?

Make a word picture of this happy group. Tell how each person shows that he is enjoying the other.

Which person in the group is having the best time? Give a reason for your answer.

Now add to your word picture other interesting things that fill out the painting. These things tell us what the people in it were doing before their pictures were painted.

LESSON XXXIII

STORY FROM THE PICTURE

Look at the picture, "Frolic with Grandpa," and be ready to tell a story about it.

Think of the name the painter gave the picture. Of whom was he thinking most? You, too, may make this person the center of the story.

Tell:

1. How Grandpa happened to come in just at this time.
2. What he said when he came in.
3. How he played with baby.
4. Why baby felt so much like playing.
5. How the mother enjoyed the frolic.
6. How the dog enjoyed Grandpa's fun.
7. When the frolic was all over, what baby did.

LESSON XXXIV

DIRECTION GAME

A child may give one of these directions to some one in the class. If the pupil chosen does as he is told, he may be *It*. This second child may then give a direction to another member of the class; and so on until all the children have had a chance to play. The game must be played rapidly.

Point to the north.
Walk to the west.
Skip to the east.
Fly to the south.
Run to the north.
Point to the south.
March to the east.
Turn to the west.

LESSON XXXV

USE OF "TO"

In the directions in the last lesson notice how *to* is spelled.

Write sentences, using the word *to*, in which you tell of some things you like to do or of places you wish to visit.

Write other sentences in which you use the word *to*.

LESSON XXXVI

A BIRTHDAY RIME

Learn :

Monday's child is fair of face ;
Tuesday's child is full of grace ;
Wednesday's child is loving and giving ;
Thursday's child works well for a living ;

Friday's child we love to meet ;
Saturday's child is brave and fleet ;
But he that is born on the Sabbath day
Is happy and blithe and good and gay.

On what day were you born? Then which line of the rime is yours?

What day of the week do you like best? Why?

What is the name of the day of rest? What name for that day is used in the rime?

On what day does Thanksgiving come?

How many school days are there in a week? Name them in order.

How many days are there in a whole week? Which is the first day? Which is the last day?

LESSON XXXVII

HOW TO WRITE THE NAMES OF THE DAYS

In the rime in the last lesson with what kind of letter does each name of a day begin?

The name of a day of the week always begins with a capital letter.

What part of the names of the days is the same in all?

Which is the hardest name to spell? What letters in it are not sounded?

Write the names of the days of the week in order.

LESSON XXXVIII

A BIRTHDAY PARTY

Perhaps you have had a birthday party and would like to tell the class about it. Tell:

What kind of party you had; how many children were at the party; some interesting things that happened.

If you have not had a party, you may have been to one and can tell about it. Your story might be somewhat like this:

I went to John's birthday party last Wednesday. Three boys and three girls were there. John's father took us for a long ride. When we came back, John's mother gave us ice cream and cake. We had a happy time.

LESSON XXXIX

RIMING

Look at the birthday rime in Lesson XXXVI. What is the last word in the first line?

What word in the next line rhymes with it?

Give the next two words that rhyme.

Give the next two.

Give the last two.

Think of other words that rime with *face*; with *meet*; with *day*.

Give a line that rimes with each of the following jingles from *Mother Goose*:

Hark ! hark !
The dogs do —.

The north wind doth blow,
And we shall have —.

Little Bo-Peep
Has lost her —.

Ding, dong, bell,
Pussy's in the —.

Blow, wind, blow,
And go, wind, —.

Twinkle, twinkle, little star,
How I wonder what you —!

LESSON XL

A RIMING GAME

A child may ask a question of any child in the room.

The one who replies must use a word that rimes with the last word in the question.

In this game some one asked a boy, "Have you been for the milk?"

He answered promptly, "No, I've been for a spool of silk."

Write a rime of two lines. Perhaps your teacher will write the rime on the board.

LESSON XLI

THE MAN WHO LEARNED SOMETHING

The Paragraph

Read :

One October day a man lay down under a big oak tree to rest. As he looked up he saw many little acorns on the tree. On a pumpkin vine near by were a few large pumpkins.

"How queer!" said the man. "That big tree bears little acorns, while this weak vine bears big pumpkins. It should be just the other way."

At that moment an acorn fell on the man's nose. "Well, well!" said he, rubbing his nose, "what if that had been a pumpkin! How foolish I was!"

—*Old Fable.*

What is the name of the story?

What lesson did the man learn?

Look at the story you have just read. Notice that it is divided into parts.

How can you tell where each new part begins?

How many parts do you find?

Read the first part aloud. Of what does it tell?

Read the second part. Of what does this part tell?

Read the third part and tell what it is about.

Each part tells about one thing and is called a **paragraph**.

Notice that the first word of each paragraph is set in, so that the line it is on is shorter than the other lines.

LESSON XLII

TELLING THE STORY

Tell the story in the last lesson at home to-night.

Tell:

1. Where the man was and what he saw.
2. What he said.
3. How he learned a lesson.

LESSON XLIII

STUDY OF THE PUMPKIN

Have you seen pumpkins growing?

On what do they grow? How large is the vine? Did you ever break the stem? Tell what you found out.

Tell what you know about the rind of the pumpkin ;
about the seeds.

For what does your mother use pumpkins?

How do children use pumpkins? How do they make
Jack-o'-lanterns? When do they make them?

Describe the pumpkin. Tell about :

Its size.

Its color.

Its parts.

Its uses.

LESSON XLIV

THE JACK-O'-LANTERN

A Story from Suggestions

Read :

1. Henry found a pumpkin — hollowed it out — cut holes in it for eyes, nose, and mouth — put a lighted candle inside — went to bed, leaving his Jack-o'-lantern in the kitchen.

2. A robber pried open the kitchen window — got half-way in — saw the Jack-o'-lantern — fell backward into a rain-barrel.

3. The house was aroused — the robber was captured.

Tell this story at home or in school.

LESSON XLV

OCTOBER

What month is mentioned in the story, "The Man Who Learned Something"?

What happens to the leaves in October?

The Indians called the months *moons*. They counted from one new moon to another.

They called October the moon of painted leaves.

A poet said the same thing in :

October paints the forests red and gold.

Learn what another poet said about October :

October glows on every tree,
October shines in every eye,
While up the hill and down the dale
Her crimson banners fly.

How does October glow on every tree?

What makes eyes shine in October?

What word is used instead of *valley*?

Where have you seen October's crimson banners fly?

Name some flowers that bloom in October.

Tell where some birds go in October.

Tell what you like about October.

LESSON XLVI

AN OCTOBER DAY

Many interesting things happen in October. Tell in class what some of these things are.

Tell :

The kind of day it is; two or three things that make it interesting or beautiful.

Some children in a school told these things :

It is a bright October day. The birds are going south. I saw a flock of blackbirds leaving yesterday.

It is a bright October day. The leaves are turning red and yellow. I brought some to school this morning.

Perhaps your teacher will let you write a paragraph of three sentences telling of some interesting things you have seen in October. Begin your paragraph with a sentence which names the month.

LESSON XLVII

THE MONTHS

What did the Indians call October?

Here are some other Indian names for the months :

The moon of green leaves.
The moon of strawberries.
The moon of winds.
The moon of melting snow.
The moon of snow.
The moon of the wild goose.

Tell which month is meant by each of these names.

Name the months of the year.

In which month does your birthday come?

Which is the first month of the year? Which is the last?

Which month do you like best? Why?

LESSON XLVIII

THE MONTHS

A Rime

Learn :

January snowy, February flowy, March blowy;
April showery, May flowery, June bowery;
July moppy, August croppy, September poppy;
October breezy, November wheezy, December freezy.

—RICHARD BRINSLEY SHERIDAN.

In the poet's country what month is "flowy"? When does ice melt in your part of the country?

When do you see bowers of roses? Which month is often called the month of roses? Have you ever seen bowers of roses then?

Did you ever hear this expression, "He mopped his face with his kerchief gay"? Which month does the poet call the mopsy month?

In what month are the crops harvested in the poet's country? What does he call that month?

In what months are our crops harvested?

Give reasons for the use of the word following the names of each of the other months.

LESSON XLIX

HOW TO WRITE THE NAMES OF THE MONTHS

Write in a column the names of the months in the order in which they are given in the rime in the last lesson.

What are the easy names to spell? the hard ones?

What is the fourth letter in February? Be sure to sound it when you speak the word.

How many names end in *ary*?

How many names end in *ber*?

Speak the long names slowly. That will help you to spell them.

Write all the names, and place beside each one the word the poet used to describe the month.

LESSON L

WHAT THE MONTHS BRING

Write sentences in which you tell what each month brings and something that it does, as :

January brings the snow and makes our fingers tingle.

LESSON LI

MAKING RIDDLES

A little boy made the following riddle :

I am one of the months. Sometimes I come in like a lamb, and sometimes I come in like a lion. Some people think I am rough and do not like me, but little boys are fond of me. What month am I?

Of what month was the boy thinking?

Make riddles about other months for your classmates to guess. Begin them as the boy began his.

LESSON LII

A GAME

Use of "Am not"

One child in the class will be *It*. He will whisper to the teacher the name of the animal that he chooses to be.

The other children will ask questions to find out what animal he is. The child usually begins his answer with "I am" or "I am not."

1. I am an animal.
2. Do you live in the water or on land?
 1. I live on land.
3. Are you a wild or a tame animal?
 1. I am a wild animal.
4. Do you live in a hot or a cold country?
 1. I live in a hot country.
5. Are you a lion?
 1. No, I am not a lion.
6. Are you a tiger?
 1. No, I am not a tiger.
7. Are you a camel?
 1. No, I am not a camel.
8. Are you a rhinoceros?
 1. Yes, I am a rhinoceros.

[You may play the game again. This time a child may be a bird, a flower, or a tree, or anything he chooses.

LESSON LIII

PLAYING MENAGERIE

You may play the game called "Playing Menagerie." A child pretends that he is the keeper or tamer of some

wild animal. He stands before the class and describes the animal, which is supposed to be in a closed cage by his side.

He may begin by saying, "Ladies and gentlemen, the animal in this cage is —." He must then describe it so clearly that the other children can guess the name of the animal described.

LESSON LIV

THE CIRCUS

Tell about the thing that interested you most when you went to a circus. Perhaps you saw a clown doing funny things, or a ropewalker, or a juggler.

You might begin your story in this way:

I saw many interesting things at the circus, but I was most interested in the ropewalker. He —.

LESSON LV

TELLING STORIES ABOUT WILD ANIMALS

Tell in class some story you have heard or read about the training of animals.

Tell of some brave deed a tamer has been known to do. Perhaps you can find a story of one in your reader, or your parents may tell you of one.

LESSON LVI

THE DARK PLACE

For Reading

Read :

Once there was a dark place. It was a very dark place! All the birds and bees and butterflies were talking about it.

"I will go and find it," said a butterfly, and away he fluttered. When the butterfly came back, he said, "Yes, it *is* a dark place — a dark, dark place!"

"Chirp, chirp! I will go and see it!" sang a little bird, and he spread his wings and away he flew. When the bird came back he said, "Yes, it is a *very* dark place. It is so dark I would not go in."

"Buzz! buzz! buzz! I will go into it! I will go into it!" hummed a bee. And away he flew. When the bee came back he buzzed, "Yes, yes, it is a dark place. It is the darkest place I *ever* saw."

"Puff! puff! I will blow into it," cried the wind. And he puffed out his cheeks and blew himself along. When the wind came again, he said, "Yes, it *is* a dark place. It is a *very, very* dark place!"

And then the sun spoke. "I will go and see about it," he said. When the sun returned, he beamed, "*I* could not find any dark place. I don't believe there is a dark place."

Why could not the sun find the dark place?

Each of you must be ready to tell why the sun could not find the dark place.

Be ready to read the lesson so well that you will give pleasure to your classmates. Read it to your mother and ask her to help you with the reading.

LESSON LVII

PLAYING THE STORY

How many children are needed to play "The Dark Place"?

Which character should speak first? Should it not be the one who travels about most and hears more news than the others? What should he say? Perhaps he might say, "Have you heard about the dark place?"

Suppose the bee answers first. It might say, "Yes, all the bees are talking about it."

What would the bird say?

What would the butterfly say?

Perhaps one of the characters wonders where the dark place is. What would he say?

Then the butterfly speaks. What does he say?

Tell what each character says before he goes and when he returns.

When you play the story, be sure to go on the search as you think the character you represent should go.

After the play is over, tell what you like about it and how it could be improved. Play it again with the improvements.

LESSON LVIII

TELLING THE STORY

You have read "The Dark Place" and you have played it; you should now be ready to tell the story well.

It is a good story to tell for opening exercises, or perhaps your teacher will let some of you go to another room to tell it.

There should be as many children as there are paragraphs. How many children will be needed? Talk of the story in class and tell what each of the paragraphs is about.

Which child will have the shortest paragraph?

The seven children should go to the front of the room and stand in a row, each in the order in which he is to speak. The child who has the last paragraph may call on some child in the room to answer the question.

Notice how each character speaks of the dark place and be sure to use the words he uses.

Notice the word which tells how each one went in search of the dark place. Be sure to use that word when telling the story.

LESSON LIX

STUDY OF A PICTURE

Look at this picture and tell what is beautiful about it. This is one of the greatest paintings in the world. It is the painter Raphael's idea of how the mother of Jesus looked, with the babe in her arms and his little cousin John close by.

How does the mother hold the child? Which way is she looking?

Notice the expression of contentment on the child's face. Which way is he looking?

Where is John? At whom is he looking? What is the position of his little hands? What has he in the curve of his arm?

Tell why you like the picture.

Choose three children to form a group like that shown in the Madonna of the Chair.

LESSON LX

DESCRIPTION OF THE PICTURE

Describe the picture we studied in the last lesson.

Tell :

1. Where the mother sits, and how she holds the child; where she is looking.



MADONNA OF THE CHAIR—RAPHAEL

*All glory be to God on high,
And to the earth be peace ;
Good will henceforth from Heaven to men
Begin and never cease.*

—NAHUM TATE.

2. The appearance of the baby; how the baby seems to feel, and where he is looking.
3. Where John stands; at whom he is looking; the position of his hands; what he holds against his arm.
4. Why you like the picture.

LESSON LXI

THE MADONNA OF THE CHAIR

For Reading

Read:

Once upon a time there lived in Italy a pious hermit. His home was a lowly hut in a beautiful valley. A great oak sheltered his hut from the summer's sun and the winter's wind. Near by there lived a vinedresser who had a lovely daughter, Mary. She loved the old hermit and did all she could to make him happy and comfortable. The good old man loved all of his people, but he often said that his two best friends were the great oak and Mary.

One day a fierce storm swept through the valley. The hut was washed away, but the hermit escaped by climbing into the branches of his friendly oak. There Mary found him when the storm was over, shivering from cold and almost starving. She took him to her home and cared for him.

The hermit prayed that Mary and the friendly tree might be rewarded for their kindness. After a while the hermit died, and the oak was cut down and made into casks. Mary

married and became the mother of two beautiful sons. One day the great Raphael passed the door where she sat with her children. He saw at a glance that here was an ideal Madonna. He had neither paper nor canvas, but he found the cover of an oaken cask, and on it he drew a picture of Mary with her children. In this way the hermit's prayer was answered.

— *Old Legend.*

Who were the hermit's friends?

How did they help him?

What was his prayer?

How was it answered?

The story gives one of the reasons for the shape of the picture. What is this reason?

Look at the picture again and try to imagine the group as the artist saw it while painting.

LESSON LXII

TELLING THE STORY

"The Madonna of the Chair" is a beautiful story to tell to your friends at Christmas time.

Tell about :

1. The hermit and his two friends.
2. How he was saved from the flood.
3. The hermit's prayer and how it was answered.

LESSON LXIII

COPYING A NOTE

All of the children at school wished their mothers to pay them a visit, so they wrote this note at school :

Dear Mother,

We shall have an interesting program in our room at two o'clock to-morrow, and you are invited to come.

Your loving son,
Richard Conrad.

Look at the invitation and notice how it is arranged.

Tell what you like about the arrangement of the note.

What keeps it from looking crowded?

What parts are set off by themselves?

Copy the invitation.

Be careful about the arrangement of each part of the note.

LESSON LXIV

WRITING A NOTE

Place before you the invitation in your book.

Write a note inviting your parents to visit your school.
Make it look as well as the one in the book.

Take the invitation home with you to-night.

LESSON LXV

A GUESSING GAME

Each of you may play that you are a toy you received at Christmas. Tell your classmates something about yourself and see whether they can guess what toy you are.

One child may play that he is a drum. Perhaps he will say :

You may beat me, but I shall make a loud noise if you do. What am I?

Think of other toys which can be described in this way.

Be sure that what you say about the toy can be said about that toy only.

LESSON LXVI

A NEW YEAR SONG

Study of a Poem

Read :

There's a New Year coming, coming,
Out of some beautiful sphere,
His baby eyes bright
With hope and delight,
We welcome you, Happy New Year.

There's an Old Year going, going,
Away in the winter drear;
His beard is like snow
And his footsteps are slow:
Good-by to you, weary Old Year!

There is always a New Year coming,
There is always an Old Year to go,
And never a tear
Drops the Happy New Year
As he scatters his gifts on the snow.

— LUCY LARCOM.

What word is used for *world* in the second line?
To what is the New Year compared? How?
To what is the Old Year compared? How?
Why should the New Year be happy?

LESSON LXVII

USE OF "TO," "TOO," AND "TWO"

Use *to*, *too*, and *two* correctly in the following:

— little kittens, one stormy night
Began — quarrel, and then — fight.

Old Mother Hubbard
Went — her cupboard.

Robin and Richard were — pretty men.

“I will go, —,” said the little pig.

One, — ,
Buckle my shoe.

There were — blackbirds
Sitting on a hill.

“Let us go — the wood,” said the pig.

The way is — long. I cannot go.

Six little mice sat in the barn — spin.

Ride a cock-horse — Banbury Cross.

It is never — late to mend.

LESSON LXVIII

STRANGE LANDS

Study of a Poem

Read :

“Where do you come from, Mr. Jay?”

“From the land of Play,
From the land of Play.”

“And where can that be, Mr. Jay?”

“Far away — far away.”

"Where do you come from, Mrs. Dove?"

"From the land of Love,
From the land of Love."

"And how do you get there, Mrs. Dove?"

"Look above — look above."

"Where do you come from, Baby Miss?"

"From the land of Bliss,
From the land of Bliss."

"And what is the way there, Baby Miss?"

"Mother's kiss — mother's kiss."

— LAURENCE ALMA-TADEMA.

What is the first question asked Mr. Jay?

What is his answer?

What is the second question asked him?

What is his answer?

Where is *your* land of Play?

What is the first question asked Mrs. Dove?

What is her answer?

What is the next question asked her?

What is her answer?

What does it mean?

To whom is the next question put?

What is the answer?

What word is used instead of *happiness* or *joy*?

What is the second question asked Baby Miss?

How is it answered?

How can mother's kiss take one to "the land of Bliss"?

LESSON LXIX

HOW TO WRITE "MR." AND "MRS."

Copy :

Mr. Jay

Mr. Dove

Mrs. Jay

Mrs. Dove

Notice how you wrote the names *Mr.* and *Mrs.*

Write the names of your father and mother, using *Mr.* and *Mrs.*

Write the names of some other men and women you know.

Which stanza in the poem do you like best?

LESSON LXX

RIMING

Make a list of the words in the poem that rime with *Jay*.

Add to the list other words that rime with *Jay*.

In the same way make a list of the words that rime with *Dove*; with *Miss*.

Make a list of words that rime with any word you choose.

LESSON LXXI

THE WIND

Study of a Poem

Read :

I saw you toss the kites on high
And blow the birds about the sky;
And all around I heard you pass,
Like ladies' skirts across the grass —
 O wind, a-blowing all day long!
 O wind, that sings so loud a song!

I saw the different things you did,
But always you yourself you hid,
I felt you push; I heard you call,
I could not see yourself at all —
 O wind, a-blowing all day long,
 O wind, that sings so loud a song!

O you that are so strong and cold,
O blower, are you young or old?
Are you a beast of field and tree,
Or just a stronger child than me?
 O wind, a-blowing all day long,
 O wind, that sings so loud a song!

— ROBERT LOUIS STEVENSON.

To what are the words of this poem spoken?

Who is speaking?

What did the speaker see the wind do?

In what month did he see the wind do these things?

What did he hear it do?

Can you see the wind?

How do you know that it is blowing?

What are some of the different things that the wind does?

Have you, too, felt it push?

Has it ever given you a very strong push? When?

What kind of call does the wind make?

What kind of song does it sing?

Learn this beautiful poem so that you can repeat it whenever you hear the singing and calling of the wind.

LESSON LXXII

WHAT THE WIND DOES

Write a paragraph in which you tell three things you saw on a windy day. Your paragraph might be somewhat like this:

Yesterday was a windy day. The wind was blowing hard. It blew my hat off my head. It blew the old leaves from the trees.

Draw a picture showing some things the wind does.

LESSON LXXIII

USE OF "SAW" — CAREFUL SPEAKING

I. Each child goes in turn to the window. When he returns, he tells of an interesting thing he saw some thing or some one doing, as:

I saw the wind blowing the clouds.

I saw a man laying brick.

I saw a cow eating grass.

Be careful to sound *ing* in each word ending in *ing*.

II. Read the following rime slowly and carefully:

By, Baby-bunting,

Father's gone a-hunting,

Mother's gone a-milking,

Sister's gone a-silking,

Brother's gone to buy a skin

To wrap the baby-bunting in.

LESSON LXXIV

THE WORDS "I" AND "O"

Read "The Wind" again.

What two words of

Wind"?

How many

How many times do you find the word *O*?

With what kind of letter is each one written?

Be sure to write these words with a capital every time you use them.

Copy :

Star light, star bright,
First star I see to-night,
I wish I may, I wish I might,
Have the wish I wish to-night.

O wind, a-blowing all day long,
O wind, that sings so loud a song.

LESSON LXXV

THE FORTUNE TELLER

Use of "Saw"

The fortune teller sits in a chair in front of the class.

A number of cards with pictures pasted on one side are placed on the blackboard ledge with the pictures to the wall. Each child in turn goes forward, peeps at a picture, turns to the fortune teller and tells what he saw. If he says, "I saw an ax," the fortune teller should reply, "You will be a woodcutter."

The following suggestions may be helpful, but both teacher and pupils should think of other things by which to tell fortunes :

I saw an engine.

You will be a fireman.

I saw a street car.

You will be a conductor.

I saw a store.

You will be a merchant

I saw a uniform.

You will be a soldier.

I saw a typewriting machine.

You will be a stenographer.

LESSON LXXVI

OCCUPATIONS

Who shoes our horses?

Tell how he does it.

Tell what is in a blacksmith shop.

Who raises corn and wheat?

Name some other things he raises.

Who grinds the corn and wheat?

Tell what you know about a mill.

Who makes rolls and buns?

Tell what you know about a baker's oven.

Who mends our shoes?

What tools does he use?

Who makes houses?

What tools does he use?

What do you wish to be when you are grown?

Give a reason for your answer.

Write sentences in which you speak of the occupation of six people in your town. Your sentences should be somewhat like these :

Mr. Brown, the good blacksmith, shoes the farmers' horses.

Dr. Smith is the man who comes to see us when we are sick.

LESSON LXXVII

ANIMAL OCCUPATIONS

Think of the many out-of-door creatures who work busily all day. Talk about what they do; then each of you may play that you are one of these busy workers. Tell your classmates what you do and see whether they can guess what you are.

One child may play that he is an ant. He may say :

I live in the earth. I am very tiny, but I can carry a load that is bigger than myself. What am I?

LESSON LXXVIII

A GAME

Use of "Have seen"

A child says, "I have seen some one who did this," and he goes through the motions of a bootblack blacking a shoe, perhaps.

Some child asks, "Have you seen a bootblack do that?"

If the second child's guess is correct, he goes through some motion for another person to guess; and so the game goes on.

One may think of a blacksmith, a mower, a scissors grinder, a ditch digger, a milliner, a dressmaker, a cook, or a nurse.

Sometimes a child says, "I have seen something that did this," acting as if he were panting like a dog, or flying, or trotting.

LESSON LXXIX

LITTLE RED RIDING HOOD

Telling a Story

You have heard the old, old story of Little Red Riding Hood many times and can tell it without help. Tell it in class.



LITTLE RED RIDING HOOD

Tell:

1. Why she was called Little Red Riding Hood.
2. Where she went one day.
3. Whom she met.
4. What happened to her at her grandmother's home.
5. How she was rescued.

LESSON LXXX

STUDY OF A PICTURE

Tell the part of the story of Red Riding Hood which the artist shows in the picture on page 73.

Study the little girl's face and her whole manner. What do they tell about her feelings as the wolf comes up to her?

Look at the wolf closely. What do you learn of his feelings as he comes up to Little Red Riding Hood?

In what place are Red Riding Hood and the wolf?

What do you think of the setting of the picture? Tell what you like about it.

Now give this picture as perfectly as you can in words. Start where you think the artist began to paint.

Think of a good sentence with which to begin, and describe the picture clearly.

LESSON LXXXI

THE MOON

Have you noticed the moon lately?

What is its shape?

Draw a picture of it on the board. Is it always of that shape? Draw a picture of it as it looks at other times.

Of what use is the moon?

A child talked to the moon and thought it answered her. This is what the two said to each other :

Lady Moon, Lady Moon, where are you roving?
Over the sea.

Lady Moon, Lady Moon, whom are you loving?
All who love me.

Learn these lines. One of you may be the moon.

The others may ask her the questions, which she will answer.

To whom is the child talking? With what kind of letter is Lady Moon's name begun?

How many questions are asked? What mark is at the end of each?

How many answers are there? What mark is at the end of each?

LESSON LXXXII

ONE, TWO, THREE

A Riddle

Read :

One, two, three !
A bonny boat I see,
A silver boat, and all afloat
Upon a rosy sea.

One, two, three !
This riddle tell to me ;
The moon afloat is the bonny boat,
The sunset is the sea.

— MARGARET JOHNSON.

Did you ever see this bonny boat afloat upon a rosy sea? Watch for it. Perhaps you can see it some evening just as the sun is setting in the west.

Copy the first stanza and take it home for your mother to guess. Why would you not take home the second one? You should not take it home, but you should be ready to give the answer to the riddle as it is given in the poem.

Draw or cut a picture which illustrates this riddle.

What shape will you make the moon? Will you draw a full moon or a new moon?

LESSON LXXXIII

THE MAN IN THE MOON

Study of a Rime

Read :

The Man in the Moon as he sails the sky
Is a very remarkable skipper.
But he made a mistake
When he tried to take
A drink of milk from the Dipper.

He dipped right into the Milky Way
And slowly and carefully filled it.
The Big Bear growled,
And the Little Bear howled,
And scared him so that he spilled it.

—Old Rime.

What word is used in the second line instead of a *master of a vessel*?

The Dipper is a group of stars in the sky that helps us to find the North Star. The arrangement of the stars reminds one of a dipper. It is part of a larger group of stars. Sometimes it is called the Big Bear. There is also a Little Bear, which is sometimes called the Little Dipper.

See if you can find these groups of stars.

The Milky Way is a streak of white in the heavens made by millions of distant stars.

How did the Man in the Moon lose his drink of milk?

Perhaps your teacher or your parents will tell you more about the groups of stars in the sky.

LESSON LXXXIV

SLEEP, BABY, SLEEP

Study of a Poem

Read :

Sleep, baby, sleep !
Thy father is watching the sheep,
Thy mother is shaking the dreamland tree,
And down drops a little dream for thee.

Sleep, baby, sleep !

Sleep, baby, sleep !
The great stars are the sheep,
The little stars are the lambs, I guess,
The bright moon is the shepherdess.

Sleep, baby, sleep !

This poem is called a lullaby.

What do you see this mother doing as she sings this lullaby to her baby? How is the mother's rocking back and forth spoken of in the lullaby?

She wishes the baby to go to the land of dreams. How does she say that in her song?

When does the little dream drop down for the baby?

What does the mother call the great stars?

What are the little stars?

What is the bright moon?

Why is a shepherdess needed?

Sing this little lullaby softly, as mothers sing it to their babies.

Do you know any other lullaby?

LESSON LXXXV

USE OF "IS" AND "ARE"

Read:

Thy father *is* watching the sheep.

Thy mother *is* shaking the dreamland tree.

The bright moon *is* the shepherdess.

The great stars *are* the sheep.

The little stars *are* the lambs, I guess.

Study the sentences carefully.

Notice where the word *is* is used. How many things are spoken of in each of these sentences?

Notice where the word *are* is used. How many things are spoken of in each of these sentences?

Tell when *is* should be used.

Tell when *are* should be used.

Give sentences in which you use *is* and *are*.

A mother said to her baby,

You are mother's lambkin,

You are mother's pet.

What word did she use with *you*? Remember that *is* should never be used with *you*. Always use *are*.

LESSON LXXXVI

USE OF "ARE"

I. Write sentences in which you tell the following things:

The number of eggs in a dozen.

The number of inches in a foot.

The number of quarts in a gallon.

The number of hours in a day.

The number of feet in a yard.

The number of pints in a quart.

The number of pecks in a bushel.

The number of cents in a dime.

The number of seconds in a minute.

Your sentences should begin with "There are."

II. Write sentences in which you ask questions about the following :

The number of ounces in a pound.

The number of minutes in an hour.

The number of days in a month.

The number of cents in a dollar.

The number of quarts in a peck.

LESSON LXXXVII

WRITING A NOTE

Write a note to some absent classmate in which you tell of something interesting that has happened in school lately.

See if you can use the right form without looking at the note in Lesson LXIII.

LESSON LXXXVIII

BOBWHITE AND HIS FAMILY

A Story to Tell

Read :

One morning, in the spring of the year, a pretty, brown bird was sitting on a high fence. His head was black and white. His throat was pure white. His call was loud and clear. "Bobwhite! Bobwhite! are your peas all ripe?" was what he seemed to say.

The answer came from a bird far away. It seemed to be, "No, Bobwhite! not quite! not quite!"

Down in the field under the high grass sat Bobwhite's little wife. Her nest on the ground was full of pretty white eggs which she had been sitting on for many days. She did not like to leave them even to get food.

A few days after this, something could be heard in each egg. It seemed to say "Pick! pick! pick!" Do you know what it was? It was a baby bird. As each egg opened, out came a soft, downy little bird. How pretty they were!

Now Mr. Bobwhite and his little wife had much to do. They had to feed all their babies, and they had to watch day and night to keep snakes, owls, cats, and dogs from catching them.

The farmer was very glad to have the Bobwhite family wander about in his fields. He knew that they ate hundreds and hundreds of insects that injured his plants. He had found out, too, that they ate far more seeds of weeds than grains of wheat or rye. So he did not wish anything to hurt them.

Mr. and Mrs. Bobwhite, however, did not know this, and they were afraid of the farmer. When they saw him coming, they ran away from their babies. They flew a little way in front of him, and fluttered and fell about on the ground as if they were badly hurt. They did this to fool the farmer and get him away from the place where their babies had hidden themselves. When he was as far away as they wished, they flew back to their little ones.

As soon as the baby birds could find food for themselves, the mother bird made another nest on the ground. While she sat on the eggs, Bobwhite fed her again. The first babies stayed with him near the nest. In a few weeks ten more little birds came out. Now Bobwhite had a big family. How proud he was!

The little ones grew very fast. Before the summer was over they were nearly as large as their father and mother. They could fly almost as well, too.

Tell this story of Bobwhite and his family.

LESSON LXXXIX

COMPLETING A STORY

Complete the story in the last lesson from these suggestions:

Bobwhite family lived on seeds and insects—sometimes visited wheatfield—snow came—food gave out—danger of starving—discovered by the farmer—he scattered grain each night while snow lasted—birds found way to barn—learned not to fear the farmer—repaid him with their cheery notes when weather improved—in spring birds flew away and made nests in fields.

Perhaps you can think of some other way to complete the story.

LESSON XC

BOB WHITE

Study of a Poem

Read :

There's a plump little chap in a speckled coat,
And he sits on the zigzag rails remote,
Where he whistles at breezy, bracing morn,
When the buckwheat is ripe, and stacked is the corn,
"Bob White! Bob White! Bob White!"

Is he hailing some comrade as blithe as he?
Now I wonder where Robert White can be!
O'er the billows of gold and amber grain
There is no one in sight — but, hark again :
"Bob White! Bob White! Bob White!"

Ah! I see why he calls; in the stubble there
Hide his plump little wife and babies fair!
So contented is he, and so proud of the same,
That he wants all the world to know his name :
"Bob White! Bob White! Bob White!"

— GEORGE COOPER.

What word is used to describe the *turns* in a rail fence?
Find the word used instead of *calling*; instead of
friend; instead of *waves*.

Find in the third stanza the word that is used in speaking of a field in which the grain has been cut.

Where is Bob White and what is he doing? Why does he call?

LESSON XCI

USE OF "WAS" AND "WERE"

Read :

A pretty brown bird was sitting on a high fence.
His head was black and white.
His throat was pure white.
His call was loud and clear.

Mr. and Mrs. Bobwhite were afraid of the farmer.
They were afraid he would hurt their babies.
The babies were in a nest on the ground.
How pretty they were!

Study these sentences carefully. In speaking of one thing, which word is used, *was* or *were*? In speaking of more than one, which is used?

Mrs. Bobwhite said to Mr. Bobwhite :

You were singing a beautiful song.
Of what were you singing?

What word is used with *you*? Remember that *was* should never be used with *you*. Always use *were*.

Write sentences in which you tell what Mr. Bobwhite was doing; what Mrs. Bobwhite was doing; where the nest was.

Write other sentences in which you tell where the eggs were and what color they were.

LESSON XCH

Exercises

I

Fill the blanks in the following sentences with *was* or *were*:

The days — growing longer and colder. Jack Frost — creeping everywhere. The ant — happy in her snug home. Her pantry — full. Her children — warm. The grasshopper — hungry and cold. He — without food and shelter. He went to the ant for help.

This is a part of a fable you have often heard. Finish it in class.

II

Write three sentences in which you use *was*; three in which you use *were*.

III

Change the first three sentences so as to use *were*, and the next three so as to use *was*.

LESSON XCIII

WISHING RACCOON

For Reading

Read :

Wishing Raccoon was the laziest animal in the world. Other beasts worked, but not he; oh no! he sat by himself and wished and wished and wished.

One morning while he sat under a tree wishing for breakfast, the Wish Fairy came along.

"I wish I had a great big apple turnover," drawled Wishing Raccoon.

"What?" asked the Wish Fairy.

"I wish I had a great big apple turnover," said the raccoon, in a more sprightly tone.

"You do, really?" asked the Wish Fairy.

"I do," replied Wishing Raccoon, jumping up.

"Here is one," said the Wish Fairy, and she handed the raccoon a large apple turnover. It was as much as he could hold in both little hands.

"Ha, ha!" he laughed. "Now I wish I had a great big mouth, so that I could take in the big turnover at one bite."

"Another wish!" said the fairy. "Do you live by wishing?" And she took her wand and touched the raccoon's mouth. It flew open from ear to ear, and the raccoon popped the whole turnover into it.

As Sly Boots, the fox, looked up, he saw the raccoon's mouth.

"Come here! Come here!" he barked. "All of you come here and see Wishing Raccoon's mouth."

Long Ears, the rabbit, came leaping; Sheep Thief, the wolf, came galloping; Flat Foot, the bear, came lumbering along; and Blue Jay came flying. They all gathered around Wishing Raccoon, who had a very broad grin on his face.

Long Ears stood in front of him and made faces at him.

Sheep Thief yelped, "What a fright!"

Flat Foot grumbled, "Old idiot!"

Blue Jay screamed, "Just see the clown!"

Wishing Raccoon stopped grinning. He put his hands up to cover his mouth, but they were so small that he could hide only the corners. "Oh, oh, I wish I had great big paws, to cover my great big mouth!" he cried.

The Wish Fairy heard, and she touched Wishing Raccoon's hands with her wand.

"Ho, ho, see Wishing Raccoon's hands!" said Sly Boots.

"No lazy fellow has any right to have hands like mine," growled Flat Foot.

"You'd better cover your whole face, you shameless creature," screamed Blue Jay.

"A huge joke!" barked the wolf.

And Long Ears made faces.

Wishing Raccoon could not stand this. He tried to run

away, but his short legs could not easily carry his big feet. He stumbled along while the animals followed him, laughing and hooting.

"I wish that I had great long legs, so that I could run away from the beasts," he cried.

"Do you?" asked the Wish Fairy. "You shall have them," and while the animals looked on she touched each leg with her wand.

"See the giraffe!" laughed Sly Boots.

"What a show!" screamed Blue Jay.

"Awkward creature!" growled the bear.

"Wishing Raccoon will run past my house. My children will be frightened to death. I must hurry home," barked Sheep Thief.

And Long Ears made faces.

Wishing Raccoon ran on and on into the deep, dark woods. He threw himself upon the ground and cried and sobbed and groaned.

The Wish Fairy followed him.

"Why do you cry?" she asked. "I have given you everything for which you wished."

"I wish you would take all your gifts back," wailed Wishing Raccoon. "I want to be my own self again."

"Listen," said the Wish Fairy; "you are not willing to work."

"Oh yes, I am. I am willing to work now. I want to work."

"No, you want to get your living by wishing."

"Oh, no, not any more," cried Wishing Raccoon. "I want to work, but I have one more wish."

"What is that?" asked the Wish Fairy.

"I wish, oh how I wish, to be my own self again!"

"You have learned your lesson," said the Wish Fairy, and she touched him with her wand.

Wishing Raccoon's mouth grew tiny, his feet became small, and his legs short.

"Now go and earn a new name," said the Wish Fairy, as she left him.

Since that time the raccoon has been one of the hardest workers of all the animals of the forest.

—*Old Tale.*

What was Wishing Raccoon's great fault? How was he cured of that fault?

LESSON XCIV

STUDYING THE STORY

Tell:

Why the raccoon was called Wishing Raccoon.

Why the fox was called Sly Boots.

Why the bear was called Flat Foot.

Why the wolf was called Sheep Thief.

Why the rabbit was called Long Ears.

What word is used to describe the manner in which each animal came when Sly Boots called him? How

does each word fit the movement of the animal described?

What word is used to show the way each animal spoke? Tell how each fits the voice of the animal described.

Tell of Wishing Raccoon's first wish and what happened on account of it.

Tell of his second wish and what followed because of it.

Tell of his third wish and what this brought about.

Tell of his last wish and why it was granted.

LESSON XCV

PLAYING THE STORY

What do we need to play "Wishing Raccoon"?

What characters do we need?

Your teacher will write the names of the characters on the board.

What places do we need?

Your teacher will write these names upon the board.

Who speaks first?

What does he say?

Who speaks next?

What kind of voice has the fairy?

What did the fairy do for Wishing Raccoon?

What animals speak?

What kind of voice does the bear have?

Show how each animal speaks.

Your teacher will help you to decide which children shall be the different characters.

She will also help you to decide upon the parts of the room best suited for the places mentioned in the story.

When the play is over, tell :

1. What you like best about it.
2. How it could be improved.

You should play the story several times and improve it each time.

LESSON XCVI

TELLING THE STORY

"Wishing Raccoon" is a good story to tell in school or at home.

Tell :

1. Where Wishing Raccoon was and what he was doing.
2. What he wished and how the wish was granted.
3. What the animals did when they saw his big mouth.
4. What happened when his next wish was granted.
5. What happened when his third wish was granted.
6. How Wishing Raccoon became himself again.

LESSON XCVII

USE OF "HAS" AND "HAVE"

Read :

The raccoon has a tiny mouth.
He has small feet.

Rabbits have long ears.
Bears have big paws.

I have one more wish.
You have learned your lesson.

Study these sentences carefully. In speaking of one thing, which word is used, *has* or *have*? In speaking of more than one, which is used?

Which word is used with *I*? with *you*? Remember that *has* should never be used with *I* or *you*. Always use *have*.

Exercises

I

Write sentences in which you tell how many legs the raccoon has; how many feet the blue jay has.

II

Write other sentences in which you tell how many toes a quail has; how many wings flies have.

LESSON XCVIII

USE OF "HAS" AND "HAVE"

Change the following sentences. Some of them tell about *one* and some tell about *more than one*. Change those that tell of one so that they will tell of more than one; change the others so that they will tell of only one.

The butterfly has velvet wings.

Butterflies have no work to do.

The ant has much work to do.

The grasshoppers have strong legs and can jump far.

Bees often have pollen on their legs.

The flower has nectar for the bee.

Arrange your sentences in this way :

The butterfly has velvet wings.

Butterflies have velvet wings.

LESSON XCIX

MY BED IS A BOAT

Study of a Poem

Read :

My bed is like a little boat ;

Nurse helps me in when I embark ;

She girds me in my sailor's coat

And starts me in the dark.

At night, I go on board and say
Good night to all my friends on shore.
I shut my eyes and sail away
And see and hear no more.

And sometimes things to bed I take,
As prudent sailors have to do;
Perhaps a slice of wedding cake,
Perhaps a toy or two.

All night across the dark we steer;
But when the day returns at last,
Safe in my room, beside the pier,
I find my vessel fast.

—ROBERT LOUIS STEVENSON.

Your teacher will read this poem to you slowly, and you will think the pictures as she reads them.

At the close of each stanza she will give you a chance to ask about anything that you do not understand.

What does the child play that his bed is? Read the line that tells that. Who gets him ready to sail? What word does the poet use instead of *go aboard*? What is the boy's *sailor's coat*? What words are used instead of *dresses me*?

When does the child sail? What does he do just before sailing? Read the line that tells that.

What does the child take with him? Tell that in the poet's words.



What word is used instead of a *careful sailor* — or a sailor who gets ready ahead of time?

Where is the boat when day returns? What word is used instead of *landing place*?

Which lines in the poem do you like best? Why?

LESSON C

HOW DOGS TALK

How many of you have a dog, or know one well?

Can your dog talk?

How does he show that he is pleased?

How does he show that he is angry?

How can you tell when he is hungry?

How does he show that he is tired?

How do you know when he is ashamed?

How does he behave when he is afraid?

Tell anything interesting you know about a dog's way of talking.

LESSON CI

STUDY OF A PICTURE

What name would you choose for this picture? Why?

The artist named it "Can't You Talk?"

Tell how he made the picture say, "Can't you talk?"

What is the dog trying to say?

In what place did the painter put these two friends?

Why do you think he put the cat into this picture?

What do you like best in the picture? Tell why you like it.

Try to describe the picture so clearly that one can see it as you speak.

LESSON CII

STORY FROM THE PICTURE

Tell a story about the picture. You may name the little child and the dog if you wish.

Tell :

1. Where the child and the dog were.
2. What the child said to the dog.
3. What the dog wished to say to the child.

LESSON CIII

A PET DOG

Perhaps you have a pet dog. If you have, tell the class about it.

When you tell your story, tell it in this way :

What kind of dog it is ; where it lives ; what it does ; how you take care of it.

LESSON CIV
FAITHFUL FIDO
A Story to Tell

Read :

There was once a man who had a dog named Fido that he loved very dearly. The dog loved his master in return. Everywhere the man went, Fido, too, would go.

One day the man started out on a long journey, carrying a great sum of money in his saddle-bags. Fido trotted along happily at the horse's side. He was fond of long journeys. Every now and then he would run ahead along the road or chase a rabbit in the bushes.

The day was so hot and the road so dusty that the man at last wished to rest. He sprang to the ground, tied his horse to a tree, and lay down in a shady place. Calling the dog, he pointed to the saddle-bags, and said, "Watch the bags, Fido." Then he went to sleep. When the sleeper awoke the sun was sinking in the west, and he still had a long way to go. He rose in haste, leaped on his horse, and rode at a rapid pace. He must get to the town before night.

Fido did not follow, but, instead, stood by the bags and barked loudly. The master took no heed of the dog. Then Fido ran after him, biting at the horse's heels and barking furiously. When the man looked around at him, Fido ran back to the resting-place. This he did several times, barking and snapping more furiously each time. At last the master grew afraid. "Poor Fido is mad!" he said, and

taking out his pistol, he shot the dog. As he did not wish to see his pet die, he rode rapidly away without looking back.

Suddenly the man thought of the saddle-bags, and looked for them. They were not on the horse's back. Where were they? He remembered that he had last seen them at the resting-place, with Fido guarding them. Turning his horse around, he galloped back to the spot. All along the road were drops of blood. When the master reached the resting-place, there were the bags as he had left them, safe, and there, with his head on them, lay the faithful Fido, dead!

Tell this story at home. Perhaps your parents heard it when they were children and will be glad to hear it again.

LESSON CV

TELLING STORIES ABOUT DOGS

Tell the class of some useful or remarkable thing you have known a dog to do. You might tell how a watch dog saved a house or a flock of sheep; you might tell of a dog that saved a life; you might tell of some smart tricks a dog can do, or of ways in which he is useful.

Tell what you know about the training of dogs.

Perhaps you can tell of things you have seen trained dogs do in a show.

You might tell how you have trained a dog.

LESSON CVI

HOW WE CAME TO HAVE BUTTERCUPS

A Story to Tell

Read :

A long time ago a pot of gold was hidden at the end of the rainbow. One day a man took a bag and started out to find the gold. He walked a long distance, and at last he came to the end of the rainbow. This man was so selfish that he did not wish anyone to know of his gold. He poured the shining pieces into his bag and ran to the woods to hide it. Now there was a hole in the bag, but the man did not know it. As he ran, the gold pieces fell out and lay glistening in the grass.

A little fairy who had seen the man run away with the gold followed softly behind him. She found the gold pieces on the ground and said, "The selfish man must not have these again, but what shall I do to hide them from him?" She thought and thought, and at last she said, "I know what I will do: I will change them into flowers for the children."

When the man missed the gold, he ran back to look for it. Not a piece of money could he find, but beautiful golden buttercups grew all along the path. This is how we came to have buttercups.

— *Old Legend Retold.*

Tell this story at home or in school.

LESSON CVII

BUTTERCUPS

Study of a Poem

Read:

Heigh-ho ! the jolly buttercups,
They're here, the smiling crew,
Without these sunny visitors,
Say, what would children do ?

They come with May and grasses,
And songs the robins sing ;
They hold the roving sunbeams,
A wealth of joy they bring.

Boom ! boom ! the bees have found them,
The saucy, burly bees
That fly o'er field and woodland
To plunder such as these.

See ! dimpled chins are bending
Above the cups of gold,
And childish eyes alone can read
The tale the flowers have told.

— ALEX THORN.

What word in the first stanza is used for *sailors*? Why
are buttercups called *jolly*? *sunny visitors*?

How do they hold the *roving sunbeams*?

In the third stanza what word is used for *large*? What is meant by the last line in the third stanza?

What picture do you see in the last stanza?

LESSON CVIII

REVIEW

Finish all of these sentences. Spell all words correctly. Be careful how you use marks and try to have a perfect paper:

Do you wish — know my name?

It is — —.

My father's name is — —.

My mother's name is — —.

I have — sisters.

I have — brothers.

My birthday comes in the month of —.

It comes on — this year.

We will have a — on that day.

I will invite three —.

I live in —.

I have — hands — work and play with, but I — more than —.

If your paper is perfect you may take it home to your parents.



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LESSON CIX

STUDY OF A PICTURE

Where has the artist placed these children?

What name do you think he gave the picture?

In what are the children interested? How does each child show his interest in the boat?

Which one has the care of the others? Tell how he is caring for them. Which child needs no help?

The artist called this picture "Children of the Sea." Tell why you think he gave it that name.

Where do you think the children of the sea live? Why do you think so?

Notice the setting of the picture. See how vast the painter has made the ocean seem; how he has shown the white-capped waves rolling in; how he has made the sea and sky appear to meet far, far away.

LESSON CX

STORY FROM THE PICTURE

Tell a story about the "Children of the Sea." Tell of:

1. Making the boat at home.
2. Going to the beach to sail the boat.
3. Playing on the shore.

See which of you can tell the most interesting story.

LESSON CXI

VACATION DAYS

Tell where you spent your vacation and what you did while you were there.

If you saw mountains and have pictures of them, bring the pictures to school. Tell your classmates about them.

If you have pictures of the seashore or of a farm you visited, bring them to class.

If you stayed at home, tell about the work and the play that you liked best.

If any of you have a garden at home, tell about it.

LESSON CXII

MAKING A NOTEBOOK FOR LANGUAGE LESSONS

You are old enough now to use a notebook in which to keep your language lessons. Perhaps you would like to make this book. If so, how wide do you think the book should be? Why?

How long do you think it should be? Why?

What can you use for a cover?

What will you name the book?

Where will you write that name?

How will you fasten the leaves into the cover?

How shall we know to whom each book belongs?

LESSON CXIII

WRITING ABOUT VACATION DAYS

Written Exercise

You may each write one paragraph about your vacation. Choose the topic in which you think your parents will be most interested.

A child who had been at the seashore wrote this paragraph :

WHAT I DID AT THE SEASHORE

I went to the seashore. I made houses from the damp sand, but the waves sometimes took them away. I went bathing every day. At first I was afraid, but I soon became brave.

What topic did this child choose? With what kind of letter do the important words in the name of the topic, or title, begin?

Notice where the title is.

Notice that the first line of the paragraph is *set in*.

Remember this when you write. Remember, also, to leave a margin at the left of the page.

Try to spell every word correctly. Your teacher will help you to spell the words of which you are not sure.

Copy the paragraph in your notebook. Be sure to write carefully.

LESSON CXIV

AT THE SEASIDE

Study of a Poem

Learn :

When I was down beside the sea,
A wooden spade they gave to me,
To dig the sandy shore.

My holes were empty like a cup.
In every hole the sea came up
Till it could come no more.

— ROBERT LOUIS STEVENSON.

Tell what you know about the tide that came up and filled the holes.

Tell how you have played at the seashore.

What picture do you get from reading this poem?

Draw the picture that the poem gives you.

LESSON CXV

THE CAPITAL IN POETRY — WRITING FROM MEMORY

Read "At the Seaside" again.

With what kind of letter does each line in the poem begin?

Be ready to write the poem from memory.

Where will you write the title? With what kind of letter do the words in it begin? Write the title.

Look through the first stanza. With what kind of letter does each line begin? What mark is at the end of the first line? What mark is at the end of the second line? of the third?

Notice where the third line begins.

Now write the first stanza.

Study the second stanza in the same way and write it.

Open your book to see whether you have written the poem correctly. If you have, write it in your notebook from memory.

LESSON CXVI

FAREWELL TO THE FARM

Study of a Poem

Read:

The coach is at the door at last,
The eager children mounting fast
And kissing hands, in chorus sing,
Good-by, good-by, to everything!

To house and garden, field and lawn,
The meadow-gates we swung upon,
To pump and stable, tree and swing,
Good-by, good-by, to everything.

And fare you well forevermore,
O ladder at the hayloft door,
O hayloft where the cobwebs cling,
Good-by, good-by, to everything.

Crack ! goes the whip, and off we go ;
The trees and houses smaller grow ;
Last round the woody turn we swing,
Good-by, good-by, to everything.

— ROBERT LOUIS STEVENSON.

What line in the first stanza shows that the poem was written some years ago?

Where have the children been spending their vacation?
Which line tells you how they felt about going home?
Why do you think they were eager to go?

What shows you that the children had had a happy summer?

What does the poem tell you about the places where they had played? How many of you have been in a hayloft where the cobwebs cling? Tell how it looked.

Which line shows that the children were getting far from the farm?

Read the poem again. Let your reading show that the children are eager to go home but have had a happy summer.

Copy the poem in your notebook.

LESSON CXVII

EXERCISES

I

Tell of a trip to the country.

Tell:

Where you went; what you saw; what you did.

After telling these stories in class, each of you may write a short paragraph about your trip. It might be somewhat like this:

I went to the country this summer with mother. I got up early every morning and rode to the fields on the wagon. Sometimes I pumped water for the horses. The place I liked best was the old barn.

Write the paragraph in your notebook.

II

Tell of a camping trip to the mountains.

Tell:

How you went; where the camp was located; how the cooking was done; what interesting experience you had; what you learned about the mountains.

Your story would be more interesting if you had kodak or other pictures to show the class while speaking.

LESSON CXVIII

LIFE IN HOLLAND

For Reading

Read:

Marie and Martin lived on a small farm in Holland, beautiful with its green fields where the gentle cows found abundance of grass, and with its garden and dooryard where tulips and other bright flowers flourished. The house was fresh, with a new coat of light green paint, and the red-tiled roof could be seen a long way off.

Holland is lower than the sea, and the great dike is the only thing that keeps the waters of the ocean from overflowing the land. It is built of stone, sand, and earth, and its sides are covered with coarse grass, whose roots hold the soil in place and keep it from being washed by the water. Men watch the dike continually, to see that the waves do not wear away the walls and destroy the beautiful country which is the home of Martin and Marie.

The two children drove the cows to the pasture one morning, and then went for a short walk to get a glimpse of the mighty ocean, which seemed to them to have no end.

They climbed the great dike that rose far above their heads as they stood in the pasture, and was wide enough on the top to let two wagons pass each other and then leave room for foot-travelers on the side. The children seated themselves, and, with feet swinging, looked out upon the

beautiful sea. A gentle wind was blowing, and waves beat musically against the dike not far below.

"Here comes Fru Hartsinck on her way to the city, to serve her customers with milk," said Marie, as both heads turned at the sound of wheels.

It was a queer milk wagon which met their eyes, but not strange to Martin and Marie. They knew no other kind. Two strong dogs drew the cart, which held four large cans of milk and had a seat in front occupied by no one. Fru Hartsinck walked beside the dogs and encouraged them with kindly words. The children could hear the sound of her wooden shoes above the noise of the wheels of the little cart.

"Good morning, Fru Hartsinck," they cried with a smile as she drew near. "How are the good dogs, Thor and Loki, this morning?"

"Well, I thank you," replied the Fru, smiling in return upon the children. "I don't know what I should do without them when there are all these cans of fresh milk to deliver every day. May you have as happy a day, my dears, as mine will be busy."

"They are good dogs because they have good sense, and because Fru Hartsinck is kind to them," said Martin, as the children watched the group grow small in the distance.

"Now we must go home," said Marie, rising. "It is Saturday, and there is much work to be done before everything is ready for Sunday."

They rose slowly, took one more look at the tumbling

waters, and turned their rosy faces toward home. Martin went into the windmill to help his father grind the wheat, and Marie, dropping her wooden shoes at the open door, stepped inside the dairy where Fru Van Auken was working at the cheese-press and singing as she worked.

When the dairy work was over, Marie helped Fru Van Auken prepare dinner; and then the family rested awhile, the father smoking, Martin playing with a small sailboat, while Marie and her mother knitted with nimble fingers. In the meantime, they chatted about the happenings of the morning, and told stories.

Then came the great work of Saturday afternoon. The wooden shoes of the family must have a Sunday "shine." Marie scrubbed them thoroughly with soap and water, until not a speck of dirt could be found by the careful mother. When the scrubbing was over, the child hung them out on the shoe tree to dry in the warm sun. You have never seen a shoe tree, because you have never lived in Holland, but shoe trees were very familiar to Marie.

The next day, dressed in their Sunday best, and wooden shoes white from Saturday's scrubbing, the Van Auken family joined other family groups on the great dike road and went to church. The services seemed long to the children, but they comforted themselves with the thought that Sunday dinner would repay their patience and attention. They would have cake and pudding for dessert that day, and dessert in Holland comes only once a week — on Sunday.

Describe the way in which the Dutch people make dikes. Why are they necessary?

Where did Marie and Martin go one day?

Tell what the children saw.

Tell of the afternoon's work in the home.

What did the family do on Sunday?

Bring to class pictures of life in Holland.

LESSON CXIX

THE LEAK IN THE DIKE

A Story to Tell

Read:

A little boy in Holland was out playing with his brother and sister. Toward evening his mother called him and said: "Come, Peter, come; take these hot cakes to the blind old man who lives near the dike. You have time to go and return before sunset." Peter ran to his mother, took the basket which she gave him, and, waving his hand to his brother and sister, said, "I shall be back before there is a star in sight."

He hurried to the blind man's hut, and started home at once. He could hear the angry waters dashing against the dike. "You can't get over here! You can't get over here!" he called to them, knowing that the dike kept them out. But hark! What was that Peter heard? It was the sound of water trickling down the dike. He turned pale; then he

listened again. Could it be a leak in the dike? He hurried to the spot whence the sound came. There was a tiny stream of water running through a hole in the dike. Peter pushed his arm into the hole and no more water came through. But he had to keep his arm in the hole to stop the leak. He called and called; only the threatening water answered him. How cold it was! He called until he was hoarse. His arm ached, but he would not leave the spot until help came. If he left the place, the dike would burst. All night Peter's arm kept Holland from a terrible flood.

Early in the morning some men found the boy at his post, very cold and very weak. They quickly stopped the leak; then they took Peter up very tenderly and carried him home. His mother saw them coming and cried out, "Oh, my poor boy is dead!" But the men shouted, "Give thanks, for your son has saved our land, and God has saved his life!" They laid Peter down on his bed, and all knelt about him and thanked God that the country was saved from the sea and that the boy was safely home.

Every one in Holland heard of Peter's brave deed, and he was honored and loved all his life.

You may tell the story of the leak in the dike. Tell:

1. How Peter happened to go away from home.
2. What happened on his way back.

LESSON CXX

THE PEDLAR'S CARAVAN

Study of a Poem

Read :

I wish I lived in a caravan,
With a horse to drive, like the pedlar-man !
Where he comes from nobody knows,
Or where he goes to, but on he goes !

His caravan has windows two,
And a chimney of tin, that the smoke comes through ;
He has a wife, with a baby brown,
And they go riding from town to town.

Chairs to mend, and delf to sell !
He clashes the basins like a bell ;
Tea-trays, baskets ranged in order,
Plates with the alphabet round the border !

The roads are brown, and the sea is green,
But his house is just like a bathing-machine ;
The world is round, and he can ride,
Rumble and splash, to the other side !

With the pedlar-man I should like to roam,
And write a book when I came home;
All the people would read my book,
Just like the travels of Captain Cook!

—WILLIAM BRIGHTY RANDS.

What is this boy's wish?

What word is used for *a house on wheels*? What do you find out about this caravan in the second stanza? about the pedlar's family?

What does the pedlar do?

What things has he to sell? What word does the poet use for *china*?

In the fourth stanza he says the green fields are a green sea. What does he call the caravan? What can the pedlar do? What would the boy like to do? What book had he been reading? Have you read any books of travel? What were their names?

Find out something about Captain Cook, who traveled around the world and made many discoveries.

LESSON CXXI

A TRIP

Imagine you took a trip in a pedlar's cart and tell some of the things you saw on the journey.

LESSON CXXII

TRAVEL

Study of a Poem

Read :

I should like to rise and go
Where the golden apples grow ; —
Where the Great Wall round China goes,
And on one side the desert blows,
And with bell and voice and drum,
Cities on the other hum ; —

.

Where are forests, hot as fire,
Wide as England, tall as a spire,
Where the knotty crocodile
Lies and basks in the Nile,
And the red flamingo flies
Hunting fish before his eyes ; —
Where in jungles, near and far,
Man-devouring tigers are,
Lying close and giving ear
Lest the hunt be drawing near,
Or a comer-by be seen
Swinging in a palanquin ; —
There I'll come when I'm a man
With a camel caravan.

—ROBERT LOUIS STEVENSON.

In this poem Robert Louis Stevenson told where he would like to go when he grew to be a man. Where would he like to go first?

What would he see on one side of the Great Wall? on the other?

Where would he like to go next? What would he see?

How will he go to these places when he is a man?

In what kind of caravan will he go?

How does this caravan differ from the pedlar's?

In which would you rather go?

LESSON CXXIII

TRAVELING

Robert Louis Stevenson told in "Travel" what countries he would like to visit. He also told what he wished to see in those countries.

If you had a caravan, like the poet's, to what country would you go? Why? What would you expect to see? Tell the class about it.

You might begin somewhat as follows:

I should like to go to China. I heard a missionary tell about the customs of the people, and I am curious to know more about the country. I should expect to see —

LESSON CXXIV

HOW TO SHOW POSSESSION

Read :

Bow, wow, wow,
Whose dog art thou?
Little Tom Tinker's dog,
Bow, wow, wow.

Tom Brown's two little Indian boys;
One ran away,
The other wouldn't stay, —
Tom Brown's two little Indian boys.

What is the name of the boy spoken of in the first rime?
Look at the third line.

Notice the mark and the letter after the boy's name.

The mark is called an **apostrophe**. The apostrophe and *s* show that Tom Tinker owns or possesses something. What does he possess?

Read the second rime. Why are the apostrophe and *s* added to the boy's name?

Write sentences telling about some things which your classmates possess. Your sentences should be somewhat like this :

Henry Benton's book is full of good Indian stories.

LESSON CXXV

THE USE OF THE APOSTROPHE AND S

Use the apostrophe and *s* correctly in writing sentences about the following things:

1. The garden Mistress Mary owned.
2. The shoe Betty Blue lost.
3. The pie Jack Horner ate.
4. The dog Mother Hubbard owned.
5. The lamb Mary owned.
6. The house that Jack built.
7. The sheep Bo-peep owned.
8. The horn of Little Boy Blue.

Your sentences should be somewhat like these:

Mistress Mary's garden had silver bells in it.

Tommy Tucker's supper was bought with a song.

LESSON CXXVI

GAMES

Use of "It is I"

I. One child who is *It* leaves the room. Another child is called upon to change his seat, after which *It* is called back into the room. He stands with his back to the pupils.

A child says to him, "One of us has changed his seat."
It asks, "Who is it?"

The child who changed his seat replies in a strange voice, "It is I."

If the name is guessed correctly, the guesser takes his seat and the other child is then *It*.

II. A child stands in front of the room with his eyes covered. He is *It*.

The teacher nods to a child who is in his seat. He skips to the front and puts his hand lightly on *It's* shoulder.
It says, "Who is it?"

The child replies, in a strange voice, "It is I."

If *It* guesses correctly, he keeps his place. If he fails, the other child takes his place.

LESSON CXXVII

A LETTER OF INVITATION

Read :

Columbia, Texas,

Oct. 28, 1919.

Dear William,

Twenty of us boys are going out nutting next Saturday. We shall go to the woods two miles from here. We are planning to start at six o'clock in the morning. Our mothers will put up lunches for us. We shall have a jolly time. We

wish you to go with us. Mother invites you to come Friday evening and spend the night. Be sure to come.

Your cousin,
Edwin P. Mason.

Where was this letter written? How is the name of the town separated from the name of the state?

How is the name of the state separated from the date?

Look at the next line. What three things does it tell? Notice how the date is written.

To whom was the letter written? Notice the mark used after the boy's name.

Notice where the first sentence of the letter begins.

Tell how the letter is closed, and where each part of the closing is written.

What mark is used after each?

Write an answer to this letter.

Tell your cousin whether you can go; when you will reach his home; and anything else you wish him to know.

LESSON CXXVIII

STUDY OF A PICTURE

What name would you give this picture?

The artist called it "The Wounded Lamb."



How are the children in the picture showing their sympathy for the wounded lamb?

Do these four children all come from the same home? How has the painter shown this?

What time of the year is it? How do you know?

This is a good picture for you to paint in words. As you paint it, think first of the group about the wounded lamb, then of the springtime, last of the mountains.

LESSON CXXIX

STORY FROM THE PICTURE

Tell a story from the picture. Tell:

1. Where the girl found the lamb.
2. How it happened to get hurt.
3. How the children rushed out to see it.
4. How the girl took the lamb to her home and cared for it.
5. How the lamb became tame and followed her.

LESSON CXXX

TELLING ABOUT PET ANIMALS

Most of you have some pet animal. Tell:

1. What pet you have; where you obtained it.
2. What it does that you enjoy.
3. What it does to help you.
4. What care you give it.

LESSON CXXXI

STUDY OF THE SHEEP

Of what use are sheep?

How often are they sheared? When?

Have you seen a sheep sheared? Describe the shearing.

What is done with the fleece after it is taken off?

What kind of clothing is made from wool?

What besides clothing is made from it?

What care do sheep need in warm weather?

What care do they need in cold and stormy weather?

What enemies have sheep?

LESSON CXXXII

CLOTHING

What kind of cloth is made from sheep's wool? At what time of the year do we wear woollen clothing?

From what are most of your summer clothes made?

From what does cotton come? Name things made of it.

From what are most handkerchiefs made? From what does linen come? Tell what you know about flax. Name some other things made of linen.

From what does silk come? Tell all you know about the silk worm. Name some things made of silk.

Bring to class questions about clothing.

LESSON CXXXIII

A CHILD'S THOUGHT

Study of a Poem

Read :

I think that flowers can see, don't you?

And the soft white clouds I am sure are playing ;
The winds can talk to the grasses, too,
For I've listened, and watched, and I'm sure they do ;
I almost can tell what they're saying.

And when I sit in the fields and see

The long grass wave when the breezes blow it,
I'm just as glad as a girl can be ;
And the daisies are glad, too, it seems to me,
And nod their heads to show it.

Who is talking in this poem?

What does she say in the first line? What flowers
look as if they might see?

What does the child say in the second line? Have
you seen the clouds playing? What do they play?

What is the child's next thought? Why does she think
that the wind can talk?

What makes her glad when she sits in the field? What
else is glad? How does the child know?

LESSON CXXXIV

CONTRACTIONS

Read :

I think that flowers can see, don't you?

For I've listened, and watched, and I'm sure they do.

Notice the word *don't* in the first line. For what two words does it stand? What letter has been omitted from *do not* to make *don't*? What mark shows that a letter has been omitted? Which other words are shortened?

A word which is made by shortening, or contracting, two words is called a **contraction**.

What contractions do you find in the second line? Tell from what two words each one is made, and how the contraction in each is shown.

Find the contractions in "A Child's Thought."

LESSON CXXXV

USE OF "DOESN'T" AND "DON'T"

Read :

The sun doesn't shine by night.

The moon doesn't shine by day.

The flower doesn't blossom in the cold.

The bird doesn't sing in the snow.

The stars don't shine by day.
The brooks don't sing in cold winter.
The trees don't give us shade in winter.
The birds don't like winter.

Look through these sentences very carefully and tell when to use *doesn't* and when to use *don't*.

Tell which word goes with a name that means but *one*. Tell which goes with a name that means *more than one*.

When you are not sure whether you should say *don't* or *doesn't*, use *do not* or *does not* to see which is right.

Read :

I think that flowers can see, don't you?

The little child may be talking to one person or to more than one. *You* is used with *don't*, whether one or more than one is meant.

LESSON CXXXVI

THE CHILDREN AND THE BEAR

A Story to Tell

Read :

The owner of a bear was sitting in the dining-room of an inn eating his supper. Tied behind the woodpile outside,

stood the bear. The poor beast had never done anyone any harm, although he looked terrible enough.

Upstairs in the garret three little children were playing in the moonlight. The oldest might have been six years old, the youngest not more than two. Clap! Clap! something was coming up the steps. What could it be? The door sprang open. It was the bear — the big, shaggy bear. He had become tired of staying in the yard and had found his way up the steps.

The children were very much frightened, and each of them hid in a corner. The bear soon found all three of them and sniffed at them, but did no harm. "That is certainly a big dog," thought they. After creeping out from their hiding places, they began to stroke him, and he lay down on the floor. The youngest child climbed upon him, and with his curly head played hide-and-seek in the bear's thick, dark fur. Now the oldest child took his drum and beat upon it. The bear stood up on his hind legs and began to dance. It was a charming sight. Each child took a gun. They gave one to the bear, too, and he held it quite correctly. It was a splendid comrade that they had found. "One! two! One! two!" cried the drummer boy, and they all started to march around the room.

Just then some one opened the door. It was the mother of the children. You should have seen her speechless terror, her pale face, her half-opened mouth, and her staring eyes. But the youngest child nodded blissfully and cried out to the terrified woman standing in the doorway, "We are just

playing soldiers!" Then the owner of the bear entered and took his charge away.

— HANS ANDERSEN.

Read this story silently; then tell it in your own words.

LESSON CXXXVII

TELLING A STORY

Perhaps you have heard of some animal that went into a house.

Tell:

What kind of animal it was; where it went; what happened.

LESSON CXXXVIII

MARCHING GAME

Your teacher may let you play soldiers at recess, or perhaps you can play the game at home.

One child may be the one to give commands, or be the *commander*. He will tell you how to march.

He will have one child to lead the company.

He will put one child at the back, or *rear*. That one should have keen eyes. Why do you think that the one in the rear should have keen eyes?

What can you use as a flag or *banner*?

What helps soldiers to keep step? What can you use for a drum? Sometimes children place a thin paper over a comb and play upon it.

The commander may say, "Mark time!" What will you do then?

He will then say, "Forward march!" He will wish you to march with a quick step. You must march as if your heart is in the play, in a *heart*y way.

You must listen carefully for the orders, that is, you must be attentive, or *al*ert.

The commander may tell you to march on the run, or *double quick*.

Be alert and obey your commander. That is what a good soldier does.

LESSON CXXXIX

USE OF "HERE"

Be ready to write :

Here comes a parade.

Here come the soldiers.

Here come the children.

Hurrah ! hurrah !

Notice how the first word in each sentence is spelled.

Write three sentences in which you use *here*, meaning *in this place*.

LESSON CXL

MARCHING SONG

Study of a Poem

Learn :

Bring the comb and play upon it,
Marching here we come ;
Willie cocks his highland bonnet,
Johnnie beats the drum.

Mary Jane commands the party
Peter leads the rear ;
Feet in time, alert and hearty,
Each a grenadier.

All in the most martial manner,
Marching double-quick ;
While the napkin, like a banner,
Waves upon the stick.

Here's enough of fame and pillage,
Great Commander Jane,
Now that we've been round the village,
Let's go home again.

— ROBERT LOUIS STEVENSON.

What are these children playing?
Who commands the party?

Who leads the rear? Is his place an important one?
Why?

Find a word in the second stanza which means *attentive*.

Robert Louis Stevenson liked to watch a company of soldiers, called *grenadiers*, march by his home and he thought these children looked like the *grenadiers*. They wore the queer caps which the Scotch soldiers wear. They called them *bonnets*.

Show how soldiers march *double quick*.

What did the children use for a banner?

What word in the last stanza is used instead of *glory*? instead of the *spoils*, or *booty*, of war?

When did the children wish to go home?

Draw or cut a picture showing how these children marched.

LESSON CXLI

OUR FIRST FLAG

Read :

When our country was made a free country, we wished to have a flag of our own. General Washington and two other men went to the home of a Mrs. Ross and asked her if she could make the flag. Mrs. Ross, who was skillful with the needle and fond of embroidery and other beautiful hand work, gladly agreed to undertake the task.

"What kind of flag do you wish to have?" she asked. General Washington drew from his pocket a pencil sketch showing a flag on which there was a blue field with thirteen stars. There were thirteen stripes, also. Mrs. Ross said, "I see that the stars in your sketch have six points, General. They should have only five." General Washington said, "You are right, but I could not make a star with five points." "That is an easy thing to do if one knows how," replied Mrs. Ross.

She then folded a piece of paper and, with one clip of the scissors, cut a star with five points. She made a beautiful flag and General Washington was very much pleased with it.

Tell the story of the first flag.

How many stars did it have?

How many stripes did it have?

How many stars are on the flag now?

How many stripes?

At first a star and a stripe were added to the flag for each new state. Soon so many states were formed that the flag became too large. Then Congress decided to have thirteen stripes for the first thirteen states. These stripes remind us of the number of states in our country when the flag was first made.

Draw a picture of the first flag; of the flag we have now.

LESSON CXLII

USE OF "HEAR"

Be ready to write :

I hear the band coming.

I hear the drum.

I hear the fife.

I hear the tramp, tramp of the soldiers.

I hear the captain's orders.

Notice how the second word in each sentence is spelled.

Bring to class six sentences in which you use the word *hear*.

LESSON CXLIII

A FLAG SALUTE

Learn :

I give my head,

My hand,

And my heart

To God and my country.

One God,

One country,

And one flag.

Write this salute in your notebook from memory.

LESSON CXLIV

A SONG FOR FLAG DAY

Learn :

Your flag and my flag,
And how it flies to-day
In your land and my land
And half a world away !
Rose-red and blood-red
The stripes forever gleam,
Snow-white and soul white —
The good forefathers' dream ;
Sky-blue and true-blue,
With stars to gleam aright,
The gloried guidon of the day ;
A shelter through the night.

Your flag and my flag !
And, oh, how much it holds —
Your land and my land
Secure within its folds !
Your heart and my heart
Beat quicker at the sight ;
Sun-kissed and wind-tossed,
Red and blue and white,
The one flag — the great flag —
The flag for me and you —
Glorified all else besides —
The red and white and blue !

— WILBUR D. NESBIT.

LESSON CXLV

OUR FLAG

Read :

Hurrah for the Red, White, and Blue;
The Stars and Stripes forever.

'Tis the Star-Spangled Banner,
O, long may it wave,
O'er the land of the free and the home of the brave.

These lines are from poems. About what were they written?

What are the different names used for our flag? Tell why each one is a good name.

What part of the flag is red? How many red stripes are there? What part of the flag is white? How many white stripes are there? What is the whole number of stripes in the flag? Tell why there are no more. How many stars are there in the flag? For what does each stand? What part of the flag is blue?

Where have you seen it waving? Where have you seen it carried? Why do people salute the flag?

What do people always do when "The Star-Spangled Banner" is sung or played? Why do they do that? Can you sing the song? Your teacher may tell you when this poem was written.



LESSON CXLVI

STUDY OF A PICTURE

Each of you may name the picture and tell why you give it the name.

Your teacher will write the names on the board. Of all the names choose the one which you think fits the picture best.

What do you think the painter put into this picture first?

What do you think he put in next? Why?

What one thing does each child want? To whom does it belong? How does each one feel about it?

What shows that the elder sister should be satisfied with what she has?

What shows that the mother tried to keep the baby happy while she was away?

Describe the picture clearly.

LESSON CXLVII

STORY FROM THE PICTURE

Look at the picture again, and tell its story. Tell:

1. What the mother had done to make the baby happy.
2. How happy the baby was at first.
3. What trouble she had.
4. What the mother said when she opened the door.

LESSON CXLVIII

HOW TO WRITE THE NAMES OF THE STATES

How many of the forty-eight states in our country can you name?

In which one do you live? Write the name of your own state and of some other states in which you have relatives or friends. Remember that each name of a state begins with a capital letter.

We often shorten or **abbreviate** the name of a state so as to save time and space in writing, as:

Virginia — Va.

Tennessee — Tenn.

New York — N. Y.

South Carolina — S. C.

Maryland — Md.

Look at the abbreviation for the name Virginia. How is it abbreviated? What mark shows the abbreviation? How are the abbreviations for the names of other states written?

Write the abbreviation for the name of your own state, if it is a long name. If the name is short, it should not be abbreviated.

What mark is always placed after an abbreviation?

LESSON CXLIX

ABBREVIATIONS OF NAMES OF THE MONTHS

Write the names of the months on the board. Your teacher will help you write the abbreviations for some of the names.

The names May, June, and July are so short that they are not abbreviated, and the names March and April are seldom abbreviated.

What names of months did you abbreviate?

What abbreviation did you write for each?

What marks did you place after each one of the abbreviations?

With what kind of letter does the name of each month begin?

Copy this list in your notebook.

LESSON CL

WRITING DATES

Read the following dates:

Oct. 12, 1492. July 4, 1776.

Feb. 22, 1732. April 6, 1917.

Tell what happened on each one of the dates.

Tell all you know about each person or event.

What abbreviations do you notice in these dates?

What mark follows each abbreviation?

Where is the comma used? What mark closes the date?

Write complete sentences in which you tell what happened on each date.

Write the date of your birth.

LESSON CLI

HOW TO WRITE NAMES OF HOLIDAYS

Here are the names of some of the holidays :

Thanksgiving Day.

Christmas Day.

New Year's Day.

Memorial Day.

Which holiday do you like best of all? Tell why you like it.

Why do we have Thanksgiving Day?

Why do we have Christmas?

What is New Year's Day?

Why do we have Memorial Day?

Why do we have Labor Day?

Why do we celebrate the Fourth of July? How do you celebrate it?

Tell what you do on Arbor Day. Why is it one of the most helpful holidays?

Why do we celebrate the twenty-second of February?

With what kind of letter do the names of all the holidays begin?

Write sentences in which you use the name of each of the holidays.

LESSON CLII

CHRISTMAS DAY

Copy in your notebook :

And all the bells on earth shall ring
On Christmas Day, on Christmas Day;
And all the bells on earth shall ring
On Christmas Day in the morning.

And all the angels in heaven shall sing
On Christmas Day, on Christmas Day;
And all the angels in heaven shall sing
On Christmas Day in the morning.

And all the souls on earth shall sing
On Christmas Day, on Christmas Day;
And all the souls on earth shall sing
On Christmas Day in the morning.

— *Old English Carol.*

LESSON CLIII

A LETTER FROM JAPAN

Read :

Kobe, Japan,
Dec. 25, 1905.

My dear Friend,

I have been asked to write you a letter about how the children of this country amuse themselves. Now, there are so many interesting things to say on this subject that I scarcely know where to begin. I have learned, however, that your favorite holiday is called Christmas, and that you are celebrating it to-day. I shall therefore tell you something about our favorite holidays.

On the third day of the third month of the year the Feast of the Dolls is held. On this day my little sister Haru, as well as every other little girl in Japan, plays dolls from morning until night.

You have never seen so many dolls in your life. There are big dolls and little dolls, new dolls and old dolls. Some of them belonged to our grandmother's great-grandmother. They have been handed down from mother to daughter for years and years. As a mark of respect, Haru dresses one doll like the emperor of Japan, and another like the empress.

When night comes she kisses her dolls good-by, for most of them will be stored away for a year. She soon goes to

sleep, and dreams that the Feast of the Dolls comes every day.

The boys, as well as the girls, have their day for fun. The Feast of the Flags comes on the fifth day of the fifth month of the year. Every boy in Japan is expected to have a good time on this day. The girls have to stand back and look on.

After I go to sleep the night before the Feast of the Flags, my father and mother unpack the toys that I played with the year before. They are all spread out in the same room in which Haru played with her dolls. If anything, there are more toys than there were dolls — toy guns, toy swords, toy soldiers, toy cannon, and toy animals. In fact, there is every kind of toy that a boy could wish.

Bright and early the next morning my father calls the whole family to see the flags raised. You would not call them flags, for they are really long paper fishes. Father has three of these flags — one for each boy in the family. The flags are fastened to a string which goes through a ring at the top of a high pole in front of our house. Being the oldest son, I have the honor of raising the flags to the top of the pole.

Some of the flags are ten or twelve feet long. They are hollow, and the wind quickly fills them with air. When the wind blows hard, they pull on the string as a live fish does when caught on a hook.

After the flags have been raised, my brothers and I are at liberty to play with the toys the rest of the day. When

night comes, I have no doubt that we are as tired as you have been after spending a joyous holiday.

Your sincere friend,

Kako Takahira.

Tell what you learn from the letter about Japanese holidays.

Have you ever heard of any other Japanese holidays? Tell what you know of them.

LESSON CLIV

THE LITTLE FIR TREE

A Story to Tell

Read:

Long years ago a little fir tree lived on the side of a hill clothed with evergreens from foot to crown. Most of these trees were large and straight and tall. The wind, blowing from the distant sea, stirred their branches, causing a rustling and a whispering, which the little fir tree thought the sweetest music in the world.

This young tree's wish was to grow tall and straight like the larger trees upon the hillside so that it might sing with the others and become useful some day. It tried hard to point its head straight upward and to stretch out its green branches as far as they would go, and at night it watched the stars. Every day the tree called to the sunshine to

help it grow tall and beautiful and at night it gathered the dewdrops to nourish the slender roots. It welcomed the storms because they gave it a firmer grasp upon the soil and helped it endure hardships like the great trees on every side.

Year by year the brave fir tree grew in size and beauty. Squirrels found food in its upright cones, and birds took shelter among its fragrant branches. There came a time when its graceful spire of green almost touched the lower branches of the older trees. Now the wind hummed among its branches also, and the heart of the hopeful tree sang as the wind sang, waiting for an opportunity to be of use in the world.

One winter day, when the snow lay hard and white upon the hillside, the fir tree saw a great sled approaching, drawn by two stout gray horses. The snow creaked under the iron sheath of the runners and the iron shoes of the horses. The tree thought these sounds were almost as delightful as the wind among the lofty evergreen boughs of the mighty trees.

"Whoa!" cried the driver to his horses, as he came to the place where the fir tree stood. "This is the very tree we want. If we hunted the forest over, we could not find one straighter or more perfect."

"What a beautiful tree!" exclaimed the girl and the boy in the sled, clapping their hands with joy. "Let us get out, father, and watch you as you work." So the two children jumped out of the sled and danced about upon the hard

snow while the spicy chips flew under the steady blows of the ax.

With every blow, the tree rejoiced because it felt that now at last there was something beautiful that it might do. It bore with patience the jolts of the sled, as it returned to the city, and listened with pleasure to the prattle of the children.

Soon the sled stopped before a white house in the midst of a large garden, and the man gently raised the evergreen and carried it up the smooth path. Once within the comforting warmth of the house, the little tree shed its fragrance until the smell of the forest filled all the rooms.

The father and mother placed the fir tree upright in a great box of earth, and began to cover its branches with tinsel and gilded nuts and candles. They also hung packages upon it, and laid bundles beneath its branches.

"Wife," said the good man, when the work was done, "this is the most beautiful Christmas tree we have ever given the children. We must light the candles and open the doors so that all may enter to behold its beauty and rejoice over the coming of the Christmas time."

Now, at last, the fir tree understood the meaning of all that had happened. Now, at last, it felt sure that its dreams of usefulness were to be realized. It was to be the children's Christmas tree and to witness their Christmas pleasures. Every branch tingled with joy as the candles shone out one by one like tiny stars; and when the doors were opened and

the children came trooping in with cries of delight, the tree thought its happiness complete.

Joining hands and raising shining faces to the laden ever-green boughs, the happy company danced around the tree, singing a sweeter song than that sung by the wind among the swaying pines. The tree could not understand what they said, but their happiness was plain to be seen. And the little fir tree knew that its joy was complete.

— *Adapted from HANS ANDERSEN.*

Where did the little fir tree live?

What was its one wish?

How did it try to become ready to fulfill that wish?

How was the wish realized?

Tell the story to the class or at home.

LESSON CLV

TO A FIR TREE

Study of a Poem

Read:

O Fir Tree green! O Fir Tree green!
Your leaves are constant ever,
Not only in the summer time,
But through the winter's snow and rime
You're fresh and green forever.

O Fir Tree green! O Fir Tree green!
I still shall love you dearly!
How oft to me on Christmas night
Your laden boughs have brought delight!
O Fir Tree green! O Fir Tree green!
I still shall love you dearly.

What word is used in the first stanza for *faithful*?
for *frost*? Why does the child love the fir tree?

Memorize the poem and recite it at your Christmas exercises. Copy it in your notebook.

LESSON CLVI

A PETITION FROM SANTA CLAUS

Read:

Holiday Land,
Dec. 24, 1919.

Dear Children,

I write in great haste just to say
I've met with an accident coming this way.
As Christmas is near, and I've so much to do,
I really must beg a slight favor of you;
And, unless I mistake, the small folks of this nation
Will spare poor old Santa great mortification
By setting about with their might and their main
To see that the accident's righted again;

You know, I suppose, that the distance is great
I travel each year; and for fear I'll be late,
I whip up my reindeer, and make each good steed
Go prancing along at the top of his speed.
This year my big sleigh was as full as could hold;
I wrapped me up warm — for the weather was cold —
And started once more on my gay Christmas tour
With lightest of hearts, you may be very sure;
Hi! how the bells jingled and mingled in tune!
I bowed to the stars and winked to the moon.
I found myself crossing the great open sea,
With dolphins and merchildren gazing at me;
I bent a bit over the side of my sleigh
To wave them a hand, when — ah me, lackaday! —
A stocking crammed full to the very small toe
Fell over the back to the sea down below,
And there the merchildren made merry ado
With toys I had meant for some dear one of you.
So this is my accident, and I would ask —
I know you won't deem it a troublesome task —
That if you should see some poor child with no toys
Upon Christmas morning, dear girls and dear boys,
You'll know the fat stocking he was to have had
Is deep in the sea and poor Santa is sad,
And see that the accident's righted at once, because
'Twill be a great favor to

Yours,
Santa Claus.

What word is used instead of *porpoise*?

As you know, a mermaid is a fanciful creature half woman and half fish. What are *merchildren*?

Santa Claus asks you to see that the accident is righted. What does he mean? How can you help him to right it?

LESSON CLVII

WRITING TO SANTA CLAUS

Write a letter to Santa Claus telling him how you answered his request — his petition. You might tell him about seeing a boy peering through the fence at you in a wistful way when you were playing with your toys. Tell what you did for this child whose toys had fallen into the sea. Copy the letter in your notebook.

LESSON CLVIII

CAREFUL SPEAKING

Read these riddles slowly and carefully :

Wee man o' leather,
Went through the heather,
Through a rock, through a reel,
Through an old spinning wheel;
Through a deep shank bone.
Such a man was never known.

(A *Beetle*.)

My mother sent me over to your mother
To borrow the whimble-bow, whamble-bow,
Four-legged, iron-bow ;
Lilligy, lallagy, sickity, sackity,
Dimity, domity, whirligig.

(*An Egg Beater.*)

Learn the riddles and see if your parents can guess them.

LESSON CLIX

A GAME

Descriptions

This game is "Have you seen my lost sister?" or "Have you seen my lost brother?"

A child walks to the front of the class and asks, "Have you seen my lost sister, Tom?"

Tom replies, "No, what does she look like?"

The child gives a description of some pupil in the room and the other pupils guess which one is her "lost sister."

The child who is giving the description should look carefully at the one to be described *before* she goes to the front. She should be careful not to look at her "lost sister" while giving the description, as this would help the children to guess correctly.

If Tom guesses correctly, he may play next.

A description might be somewhat like this:

My sister has blue eyes and golden hair. She is fat and rosy. She has on a blue dress, black shoes and stockings, and she has a blue ribbon on her hair.

LESSON CLX

WRITING A DESCRIPTION

After you have played the game in the last lesson several times, your teacher may let you write a description of a classmate or friend.

LESSON CLXI

THE HILLMAN AND THE FARMER

A Story to Tell

Read:

A farmer began plowing a hill which he had never plowed before. Suddenly he heard a voice below him, saying, "Hey there! What are you doing on the roof of my house?"

The farmer was surprised. As he turned about he saw a tiny Hillman climbing upon a stone. The top of his head would about reach to the farmer's knee. He was very fierce looking. He shook his tiny fist at the farmer and yelled, "How dare you plow on the roof of my house?"

"Oh, I did not know that you lived here," said the farmer.

"That is because you never before troubled my house," said the Hillman.

The farmer thought a moment, then he said, "Come, we will talk this over. Let me plow this hill and I will divide with you what I raise. I will do all the work."

"I own this hill. Tell me exactly what you will give me if I let you use it," said the Hillman.

"Well, this year I will give you all that grows above ground, and I will take all that grows below. Next year I will give you all that grows under ground, and I will take what grows above it. We will divide up in this way every year. How does that suit you?" asked the farmer.

"That seems fair; go on with your plowing," said the Hillman.

That year the farmer planted carrots. Of course he took all of the carrots, leaving only the tops for the Hillman. The next year the farmer planted wheat. He took the wheat and left the roots to the Hillman. So year after year the farmer took the good crop, leaving the Hillman the part that was worth nothing.

But the Hillman did not stay there long. He was so ashamed of having been deceived in this way that he left the hill and never went back.

This is a story that children of Norway tell each other.

Are there such beings as Hillmen?

Did the farmer's promise seem fair? Why?

Tell the story. As one child tells a part of the story, notice what he omits, if anything, and supply it when he is through talking. It is impolite to interrupt a person while he is talking

LESSON CLXII

PLAYING THE STORY

You may play the story, "The Hillman and the Farmer."

Choose the characters.

About what must you think when you choose the Hillman? the farmer?

What do you plan for next?

What kind of voice has the Hillman? the farmer?

Make the story seem real.

LESSON CLXIII

DO AS I DO

A Game

Choose a leader. He says, "Do as I do." He marches or runs, or skips or walks. You follow, watching every motion that he makes, and doing exactly as he does.

If he touches the door, you must touch it. If he stoops, you must stoop, too.

Sometimes he will say, "Do not do as I do." Then you must be careful to obey.

Most of the time he will tell you to do as he does.

After the game is played, one child may tell part of what was done, then another tell the rest. See if you can tell it without leaving out anything.

LESSON CLXIV

TELLING HOW TO PLAY A GAME

Tell how "Drop the Handkerchief" is played. If you have never played that game, describe some game that you have played.

LESSON CLXV

HIAWATHA'S FRIENDS

Study of a Poem

Read :

Then the little Hiawatha
Learned of every bird its language,
Learned their names and all their secrets,
How they built their nests in summer,
Where they hid themselves in winter,
Talked with them whene'er he met them,
Called them "Hiawatha's Chickens."

Of all beasts he learned the language,
Learned their names and all their secrets,
How the beavers built their lodges,
Where the squirrels hid their acorns,

How the reindeer ran so swiftly,
Why the rabbit was so timid,
Talked with them whene'er he met them,
Called them "Hiawatha's Brothers."

— HENRY W. LONGFELLOW.

Who was Hiawatha? Where did he go to school?
What did he learn in the woods?

What did he learn of the birds? Have you learned
what he learned?

Why did he call the birds "Hiawatha's Chickens"?

What did he learn of the beasts? How many of these
things have you learned?

Why did he call the beasts "Hiawatha's Brothers"?

LESSON CLXVI

USE OF "THEIR"

Notice the word *their*, which is used many times in the poem in the last lesson. In the third line the poet speaks of *their names* and *their secrets*. *Their* is always used with a name, as you see. Notice how *their* is spelled.

Each of you may write a sentence in which *their* is used.

LESSON CLXVII

HIAWATHA'S FIRST DEER

Hiawatha lived with his grandmother, old Nokomis. Iagoo, a great hunter and a great boaster, was a friend of Nokomis and often went to her wigwam. He loved to tell of his journeys to distant lands, of the animals he had killed, and of the battles he had fought. Hiawatha sat very still while the old man told these tales and dreamed of what he would do when he grew to be a man.

One day Iagoo told Hiawatha that he was old enough to learn how to shoot. He made a bow and arrows for the boy and taught him how to use them. Hiawatha soon became a fine marksman. At last Iagoo sent the boy into the forest to shoot his first deer. Longfellow has told about Hiawatha's hunt in the following poem:

Forth into the forest straightway
All alone walked Hiawatha
Proudly, with his bow and arrows;
And the birds sang round him, o'er him,
"Do not shoot us, Hiawatha!"
Sang the robin, the Opechee,
Sang the bluebird, the Owaissa,
"Do not shoot us, Hiawatha!"
Up the oak-tree, close beside him,

Sprang the squirrel, Adjidaumo,
In and out among the branches,
Coughed and chattered from the oak tree,
Laughed, and said between his laughing,
"Do not shoot me, Hiawatha!"

And the rabbit from his pathway
Leaped aside, and at a distance
Sat erect upon his haunches,
Half in fear and half in frolic,
Saying to the little hunter,
"Do not shoot me, Hiawatha!"

But he heeded not, nor heard them,
For his thoughts were with the red deer;
On their tracks his eyes were fastened,
Leading downward to the river,
To the ford across the river,
And as one in slumber walked he.

Hidden in the alder-bushes,
There he waited till the deer came,
Till he saw two antlers lifted,
Saw two eyes look from the thicket,
Saw two nostrils point to windward,
And a deer came down the pathway,
Flecked with leafy light and shadow.
And his heart within him fluttered,
Trembled like the leaves above him,
Like the birch-leaf palpitated,
As the deer came down the pathway.

Then, upon one knee uprising,
Hiawatha aimed an arrow ;
Scarce a twig moved with his motion,
Scarce a leaf was stirred or rustled,
But the wary roebuck started,
Stamped with all his hoofs together,
Listened with one foot uplifted,
Leaped as if to meet the arrow ;
Ah ! the singing, fatal arrow,
Like a wasp it buzzed and stung him !

Dead he lay there in the forest,
By the ford across the river ;
Beat his timid heart no longer,
But the heart of Hiawatha
Throbbled and shouted and exulted,
As he bore the red deer homeward,
And Iagoo and Nokomis
Hailed his coming with applauses.

From the red deer's hide Nokomis
Made a cloak for Hiawatha,
From the red deer's flesh Nokomis
Made a banquet to his honor.
All the village came and feasted,
All the guests praised Hiawatha,
Called him Strong-Heart, Soan-ge-taha !
Called him Loon-Heart, Mahn-go-taysee !

Tell this story in your own words.

Why did Hiawatha not heed his "brothers"?

Why did he go to the ford, or the crossing place in the river, to look for deer?

Tell how he felt as he waited. Use the poet's words.

Show the position he took when the deer came.

Tell which part of the poem you like best.

LESSON CLXVIII

HIAWATHA THE HUNTER

When he grew older, Hiawatha provided meat for Nokomis and himself. What animal secrets had he learned that would give him more skill in hunting? How had he learned these secrets?

Show how the hunter moved through the forest so that he might not frighten the timid animals. Show how he used his eyes in searching for deer and elk, and how he would try to take them by surprise.

Show how he proudly carried his first deer back to Nokomis waiting in the tepee, or wigwam. Tell what you think she said to the young hunter. What do you think Iagoo said?

What did Nokomis do with the skin of this first deer?

What did she do in honor of Hiawatha's success?

How did Hiawatha entertain the guests?

What did they call the young hunter?

LESSON CLXIX

TELLING OF THE HUNT

Tell of the killing of the red deer as you think it was told by Hiawatha at the banquet. Iagoo and the other warriors sat around the fire listening to Hiawatha's story. Perhaps some of them asked him questions. Think of questions to ask the pupil who tells the story.

LESSON CLXX

HIAWATHA THE FISHERMAN

Hiawatha lived in a wigwam beside the "Big Sea Water." He knew how to fish as well as hunt. What secrets had he learned about fishes that would give him greater skill in fishing? How had he learned these secrets?

He learned how to keep silent, to walk with a stealthy tread, and to use his eyes in discovering the presence of animals in the woods. Show how he moved along the shore, and watched the water while seeking a good place to fish. How could he tell where the fishes were?

Out of what would he make hooks? He had no knife; tell how he did the work. How did he make the lines?

Some of the best fish could not be caught near the shore. What did he need in order to reach the deep-

water fishing grounds? Tell how he made the canoe. Show how he sat and rowed with his short paddle.

At certain times in the year he used nets instead of hooks and lines. Tell how he made these nets.

If you have ever seen fishermen use nets in fishing, tell how it is done.

LESSON CLXXI

TRAINING OF INDIAN BOYS

A large part of an Indian boy's training was close observation. He was sent into the woods and told to look closely at everything he saw. The following are some of the questions he was asked when he returned. See if you can answer them :

On which side of the tree is moss found?

On which side of the tree is the lighter-colored bark?

On which side are the most regular branches?

How would you know where to go for deer?

How do you know whether there are fish in the lake?

How can you tell whether some one has been through the forest lately?

How would you prevent the deer from knowing that you were near?

To which tree would you go to get wood for your bow? for your arrow? for the framework of your canoe? Why?

LESSON CLXXII

STORIES OF INDIAN LIFE

Tell stories that you have heard or read about Indian life.

The stories may be about some of the following things :

1. The Indian's home.
2. His clothing.
3. Some of the things the children must learn and how they learn them.
4. The work of the men and that of the women.
5. Adventures with Indians.
6. The Indian guide.

LESSON CLXXIII

WORD STUDY

One often sees the following expressions in stories about Indians. Discuss them in class and tell what each one means :

a peace pipe

stealthy tread

a scalping knife

war paint

happy hunting grounds

Indian file

a paleface

many moons

Use each of the expressions in a sentence. Try to

make your sentences interesting. Two children gave the following sentences in school one day. Tell which you like better and why:

The Indian walked with a stealthy tread.

The Indian hunter moved through the forest with stealthy tread.

LESSON CLXXIV

STUDY OF A PICTURE

What group do you see in this picture? Where is it? Which is the most important member of the group?

The artist named this picture "The Village Blacksmith."

If the smith were not present, how would you still know that this is a blacksmith shop? Notice the light in the picture. From where does it come? How do you get glimpses of the outside world?

What is the blacksmith doing? Notice his position, and which of the horse's feet he holds.

Tell two or three interesting things about the horse.

Where is the dog? To whom do you think he belongs?

At whom are the smith and the greyhound looking? Why?

What do you think the smith will do as soon as he fastens the shoe in place?



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LESSON CLXXV

STORY FROM THE PICTURE

Tell a story about "The Village Blacksmith." Tell the following things:

1. To whom the greyhound and the beautiful white horse belonged.
2. How they happened to come to the blacksmith shop.
3. What the blacksmith did.
4. What happened at noon.
5. What became of the two animals after the smith finished his work.

LESSON CLXXVI

"TEACH" AND "LEARN"

Can you *learn* some of the things Hiawatha learned?
How can you *learn* them?

What do you *learn* at home?

Who *teaches* you?

What do you *learn* at school?

Who *teaches* you?

I *learned* to spell, and I *taught* my little sister.

Remember that you *learn* a thing, but some one *teaches* you.

Fill the following blanks with *teach* or *learn*:

I will — you how to knit a sweater.

You can — me how to knit a helmet.

I like to — poems.

One cannot — an old dog new tricks.

— one thing at a time and — it well.

When you — this game, I will — you a new one.

Fill the following blanks with *taught* or *learned*:

Mother — me a new poem.

I — it in a few minutes.

Father — brother how to swim.

I — how to swim last summer.

I — how to play a game which I — my sister.

LESSON CLXXVII

A HAPPY DAY

You may have spent a happy day lately. If not, imagine some happy experience. Tell this experience to the class.

Tell:

1. What friends you invited.
2. Where you went.
3. What you took with you.
4. What you did that made the day pleasant.

LESSON CLXXVIII

USE OF "THERE"

Read :

And here is a mill and there is a river.

The moon is lighting up the skies,
The stars are sparkling there.

This is the way the river flows,
Here a whirl and there a dance.

'Tis the heaven of flowers you see there.

There the wrinkled old Nokomis
Nursed the little Hiawatha.

And high overhead and all moving about,
There were thousands of millions of stars.

There is one little dream of a beautiful drum,
There is one little dream of a big sugar-plum.

Read the first line. Notice the word *there*. What does it tell about the river?

There is used to tell where a thing is. How is it spelled?

Write at least two of the above quotations from memory. Choose the ones that you like best.

Write sentences in which you use the word *there*.

LESSON CLXXXIX

THE ADVENTURES OF A PENNY

Completing a Story

Read:

Yesterday, as I was sleeping peacefully in a toy bank, I was rudely awakened by a little boy about ten years old. After being tossed and rolled about with several of my brothers for five minutes, I glided out through a little slit in the bank.

The boy eagerly grasped me and shoved me into his pocket. He ran out of the house without putting on his hat, and before I could settle myself in his pocket we were in the toy-shop on the corner. Here I was given to the clerk in exchange for a red top, the price of which was plainly marked 1¢.

Tell the rest of the story from these suggestions:

Given by the clerk to a newsboy for a paper — escape through a hole in his pocket — a night in the gutter — run over by a wagon — found by a girl — put into a red cap held by a monkey — tied up in a leather bag and hidden away.

LESSON CLXXX

TELLING A STORY

Tell a story of your own in which you give the adventures of another penny.

LESSON CLXXXI

THE BOW THAT BRIDGES HEAVEN

Study of a Poem

Learn :

Boats sail on the rivers,
And ships sail on the seas,
But clouds that sail across the skies
Are prettier far than these.

There are bridges on the rivers,
As pretty as you please ;
But the bow that bridges heaven
And overtops the trees,
And builds a road from earth to sky,
Is prettier far than these.

—CHRISTINA ROSSETTI.

In the first stanza how many things are spoken of as sailing? Tell where each sails. Which does the poet say is the prettiest?

How many kinds of bridges are spoken of in the second stanza? Describe each as the poet describes it. Which does the poet say is the prettiest?

In describing the rainbow as a bridge, the poet had to leave out that which gives you the greatest pleasure when looking at a rainbow. What is that?

LESSON CLXXXII

THE RAINBOW

Study of a Poem

Christina Rossetti wrote of the shape of the rainbow;
Longfellow wrote of its color.

Read:

Saw the rainbow in the heaven,
In the eastern sky the rainbow,
Whispered "What is that, Nokomis?"
And the good Nokomis answered,
" 'Tis the heaven of flowers you see there,
All the wild flowers of the forest,
All the lilies of the prairie,
When on earth they fade and perish,
Blossom in that heaven above us."

At what time of the day would the rainbow be in the eastern sky? Why? At what time of the day would it be in the western sky? Why?

What beautiful thought had Nokomis as to the rainbow's colors? What are its colors? What flowers would make violet? blue? red? orange? yellow? green?

Tell any stories you have heard about the rainbow.

LESSON CLXXXIII

THE GODDESS OF THE RAINBOW

A Story to Tell

Read :

Long years ago the old Greeks believed that there were many gods and goddesses and that they lived together on a high mountain.

Iris was one of these goddesses. She had beautiful many-colored wings, and a robe of all the colors of the rainbow. She was the friend of man, and caused water to rise from ponds and streams, so that it might go back to the earth in gentle showers.

The gods sent her on many errands, for she was as fleet as the wind, traveling over the rainbow bridge from one end of the earth to the other. Whenever the earth-people saw the rainbow they said, "Iris is looking upon us; our crops will not fail," and they were comforted.

Because the earth-people loved her so much, they named their most precious flower for her — the blue iris.

— *Old Greek Myth.*

How many paragraphs are there in the story?

Tell in one sentence what the first paragraph is about.

Tell what each of the other paragraphs is about.

Let four children tell the story, each child telling one paragraph, taking them in order.

LESSON CLXXXIV

THE RAINBOW FAIRIES

Another Story to Tell

Read :

There are all kinds of fairies in the green meadow in spring-time — hundreds and hundreds of them. Some of these fairies are dressed all in red ; others wear nothing but blue ; still others are clad from head to foot in yellow. All of them are beautiful.

In the clear, dewy spring nights these fairies meet together and play joyously until the break of dawn. Fairies, you know, are usually very light-hearted and happy.

One moonlit night the red, blue, and yellow fairies were having a grand ball in the meadow. As they danced around in a circle, they suddenly spied three strange fairies in faded dresses sadly watching the sport. They at once ran to the strangers and begged them to join the dance.

"Alas ! we cannot," said the strange fairies ; "our dresses are old and badly faded."

"Do come," urged the red fairies.

"Please come," added the yellow fairies.

"Never mind your dresses," said the blue fairies, kindly.

But the poor stranger fairies shook their heads. "Oh, no, no !" they said. "Our dresses are too faded and shabby ; yours are so beautiful that we should be ashamed."

The bright, gay fairies then ran off to the side and sat down

on the grass to talk the matter over. They laughed and whispered to each other so low that I could not tell what they said. At last they jumped up and flew over to a field of lilies near by. Peeping into the cups, they said, "See, there is plenty of dew — clear dew."

Then each gay little fairy flew into a lily cup and quickly flew out. When the fairies once more peeped into the cups, these no longer held clear dew. The dew was colored red or blue or yellow.

Then the gay little fairies, calling the faded strangers, showed them the lily cups. When the stranger fairies had looked into the lilies and seen the colored dew, they flew into the cups. One fairy flew into a cup of red dew and then into a cup of yellow dew, coming out in a lovely dress of bright orange color. Another fairy flew from a cup of blue dew to one of red, and behold! her dress was a softly-glowing violet. The third poor fairy flew from a cup of yellow dew to one of blue, coming out in a dress of brilliant green. So now the three poor strangers had dresses even more beautiful than those of the gay little fairies.

How happy all the fairies were! The once poor strangers thanked their good friends, and all the fairies joined hands and danced in a circle until Old Father Sun poked his head over the hill, and it was time for good fairies to be off to bed.

' Sometimes now when the fairies' dresses have been wet by the rain, they are hung out in the sun to dry. Then we say, "Look, there is a rainbow!"

With your paints you might make fairies, some in red, some in yellow, and some in blue dresses.

With these three colors see if you can paint dresses of orange, violet, and green for other fairies.

Paint the rainbow, where the fairies' dresses are hung out to dry.

Tell this story of the fairies. Perhaps you would like to play it in school.

LESSON CLXXXV

AN UNFINISHED STORY

Read :

One morning Harry started off to school in great glee. His report for the previous month had been so good that his father had given him a quarter as a reward. He did not take any lunch with him, for he intended to buy some fruit and cakes at recess. As he neared the schoolhouse, he saw a man with a hand organ and a monkey.

Finish the story from these suggestions :

A crowd of delighted children — how the monkey was dressed — what the monkey did when the organ began and when it stopped — what Harry did with his money — how his deskmate divided lunch with him — what Harry's father said.

LESSON CLXXXVI

STUDY OF THE ROBIN

Describe the robin so well that anyone could tell what bird you mean.

Your classmates will add to this description any other things that they have noticed.

How can you tell the male from the female?

When does the robin come? When does it leave? Why does it leave?

What do robins eat? Where do they find their food? How do they get it?

Does the robin hop, run, or walk on the ground?

How does it bathe?

Can you give its song? Learn one of its calls. What does it seem to say? In what part of the day does the robin sing most?

Where does it build its nest?

How do the mother and father robins care for the little birds?

What are the robins' enemies?

Of what use is the robin to people?

You cannot answer all these questions now. Find out the answers by watching the bird. Whenever you see it doing anything interesting, tell your teacher and classmates about it.

LESSON CLXXXVII

THE ROBIN'S RAIN SONG

Study of a Poem

Read :

In the tall elm tree sat the robin bright,
Through the rainy April day,
And he caroled clear with a pure delight,
In the face of the sky so gray.
And the silver rain through the blossoms dropped,
And fell on the robin's coat
And his brave red breast, but he never stopped
Piping his cheerful note ;

For O, the fields were green and glad,
And the blissful life that stirred
In the earth's wide breast was full and warm
In the heart of the little bird.
The rain-cloud lifted, the sunset light
Streamed wide over valley and hill,
As the plains of heaven the land grew bright,
And the warm south wind was still.

Then loud and clear called the happy bird,
And rapturously he sang,
Till wood and meadow and river side
With jubilant echoes rang.

But the sun dropped down in the quiet west,
And he hushed his song at last ;
All nature softly sank to rest,
And the April day had passed.

— CELIA THAXTER.

What two words in the first stanza are used instead of *song*? The robin sang in spite of two things that would have hushed the song of most singers. What were they?

Think of the green fields as the robin saw them from his perch on the elm tree.

The poet compares the earth to a person, as if it had life. What word is used to tell of the happy life that stirred in the earth's breast? The bird felt this same stir of life and warmth. Perhaps there was a nest in the tree.

What happened to the rain clouds just before sunset? Give the picture of that April sunset after the rain.

What effect had this scene upon the robin? Find the word in the third stanza that is used to tell that the bird sang *happily*; one word that means *joyous*.

What happened when the sun "dropped down in the quiet west"?

Picture to yourself the whole scene, and imagine the bird song on that rainy April day.

LESSON CLXXXVIII

A GAME

Guessing Riming Words

Read:

1. I am thinking of a word that rimes with grow.

2. Is it crow?

1. No, it is not a bird.

3. Is it blow?

1. No, it is not the wind.

4. Is it flow?

1. No, it is not a stream.

5. Is it bow?

1. No, it is not a ribbon.

6. Is it *Oh*?

1. Yes, it is what you say when you get hurt.

Choose other words and play this game.

LESSON CLXXXIX

CAREFUL SPEAKING

Edward Lear, an English writer and artist, wrote many charming nonsense songs and stories for children. In one he gives the history of seven families who lived

on the border of the great Lake Pipple-Popple. The following is the history of the "Seven Young Parrots," which you will enjoy. Read the story aloud and pronounce each syllable carefully :

The Seven Young Parrots had not gone far, when they saw a tree with a single Cherry on it, which the oldest Parrot picked instantly, but the other six, being extremely hungry, tried to get it also. On which all the Seven began to fight, and they scuffled,

and huffed,

and ruffled,

and shuffled,

and puffed,

and muffled,

and buffed,

and duffed,

and fluffed,

and guffed,

and bruffed, and

screamed, and shrieked, and squealed, and squeaked, and clawed, and snapped, and bit, and bumped, and thumped, and dumped, and flumped each other, till they were all torn into little bits, and at last there was nothing left to record this painful incident, except the Cherry and seven small green feathers.

And that was the vicious and voluble end of the Seven Young Parrots.

LESSON CXC

LITTLE ELSIE

A Story to Tell

Read :

On a bright day in early spring little Elsie went out to play. She was so happy to be out of doors in the warm sunshine and fresh air that she danced about and talked to everything that she saw or heard.

"Who tossed my hair about?" she asked.

"I did it," answered Mr. Wind.

"Who built that nest up in the tree?" she asked.

"I did it," said Robin Redbreast from a branch over her head.

"Who brought you out of the ground, little crocus?" she asked.

"I did it," said the sun.

"No, I did it," said the far-away voice of the rain.

"Sweet green grass, who placed a warm blanket over you all winter?"

"I did it," replied the snow; "then I melted and watered the roots. I, too, love the grass. How soft it is!"

"Who splashed all that mud on my little girl's dress?" called out Elsie's father as he came home to dinner.

"I did it, father," said Elsie. "The birds made me do it. I saw a bluebird up in that tree. I couldn't look up and down at the same time, and before I knew it I had stepped

into a mudhole. I am too happy to eat dinner, father. Let me stay out here with the birds." But the father said, "Come in to supper, Elsie."

A little girl fell asleep at the supper table that night. Can you guess who, and can you tell why?

Tell the story of little Elsie. Be sure to ask each question in such a way that the correct answer will be "I did it."

LESSON CXCI

A GAME

Use of "Took" and "Did"

On the teacher's desk are several articles.

One child who is *It* looks closely at these articles, then steps away from the desk and turns his back to the class.

The teacher motions to a child, who steps quietly to the desk and takes one of the articles.

It steps to the desk and tries to discover what article is missing.

He then asks, perhaps, "Who took the apple?"

If the apple was taken, the one who took it replies, "I did it," and he becomes *It*.

If *It* asks for the wrong object, the one who took an

object from the desk replies, "I did not take an apple," and *It* must try again. This time another child takes an object from the desk, and the game goes on as before.

LESSON CXCII

ONE AND MORE THAN ONE

Make the following words mean *more than one*.

tree
horse

ball
drum

apron
lamp

What letter did you add to each word?

Notice these words :

grass
grasses

branch
branches

watch
watches

fox
foxes

The words in the first line mean *one*.

The words in the second line mean *more than one*.

What letters were added to each word to make it mean more than one? The closing sound of these words is harsh and difficult. Another syllable is needed, so we add *es*.

Make these words mean more than one :

class
pass

bunch
match

ax
box

witch
latch

LESSON CXCIH

STUDY OF THE MORNING-GLORY

During what seasons do morning-glories bloom? What colors do you see in the blossoms?

What is the shape of the morning-glory bud before it opens? At what time of day do the buds open? At what time of day do they close? How many days does a blossom live? What is the shape of the blossom after it closes? What part of the blossom withers? How long after the blossom withers is it before the seeds ripen? What is the shape of the seed pod? How many cells has each flower? How many seeds are in a cell? What is the shape of the seeds?

What insects like the blossoms? Why do they go to the blossom? Why do they go down into it? Where is the nectar? How can the insects reach it? Why do they want it?

The bees want something else from the flower; what is it? What is the color of the pollen? For what does the bee use it? On what part of its body does it carry the pollen? The bee often goes to another flower before returning home. It is well for the flower that he visits it. Why?

If you are unable to answer all of these questions, watch the morning-glory; then you can give the answers.

LESSON CXCV

USE OF "NO"

Read :

No shade, no shine, no butterflies, no bees,
No fruits, no flowers, no leaves, no birds — November.

What picture does the poet give of November?

What little word does he use many times? How is
this word spelled? What does *no* mean?

Give some other pictures of November, using the word
no.

LESSON CXCV

USE OF "THIS AND THAT"; "THESE AND THOSE"

Here are some of the things that were said at Lucy's
birthday party :

"This book is very pretty."

"Who made that chocolate cake?"

"This game is the best I ever played."

"Where did you get that new swing?"

"Lucy, I hope you will like these handkerchiefs."

"Please pass me those grapes."

"Where did you get those beautiful flowers in that vase?"

"Aunt Jane sent them, and also these violets I am wearing."

Notice that the words *this* and *these* refer to things near by; and the words *that* and *those* refer to objects at a distance.

Notice also that *this* and *that* refer to *one*; *these* and *those* to *more than one*.

Bring to class sentences in which you use *this* and *these*, *that* and *those*.

LESSON CXCVI

THE WONDERFUL WORLD

Study of a Poem

Read :

Great, wide, beautiful, wonderful World,
With the wonderful water around you curled,
And the wonderful grass upon your breast,
World, you are beautifully drest.

The wonderful air is over me,
And the wonderful wind is shaking the tree —
It walks on the water, and whirls the mills,
And talks to itself on the top of the hills.

You friendly Earth, how far do you go,
With the wheat fields that nod and the rivers that flow,
With cities and gardens, and cliffs and isles,
And people upon you for thousands of miles?

Ah! you are so great, and I am so small,
I hardly can think of you, World, at all;
And yet when I said my prayers to-day,
My mother kissed me, and said quite gay,

"If the wonderful World is great to you,
And great to father and mother, too,
You are more than the Earth, though you are such a dot!
You can love and think, and the Earth cannot!"

— WILLIAM BRIGHTY RANDS.

To whom is the little child talking in this poem?
How does she speak to, or address, the world in the first line? Why does she use those words in describing the world?

What two things does she speak about to the world in the first stanza?

What two things does she think gave the world a beautiful dress?

About what does she speak in the second stanza? Read the lines that tell what the wind does. Name some other things the wind does.

What does the child call the world in the third stanza? In that stanza what does she tell the world that she has seen on it?

How does the greatness of the world make her feel? Read the lines that tell that.

How does the little child's mother comfort her?

What part of this poem do you like best? Read that part and tell why you like it.

LESSON CXCVII

THE OUT-DOOR WORLD

What things in the out-door world help to make you happy? Tell of:

1. The sights that please you.
2. The sounds that you enjoy.
3. The fragrance that gives you pleasure.

LESSON CXCVIII

STUDY OF A PICTURE

Look at this picture. Tell what name you would give it, and why you would choose that name.

Who is the central character in the story? Why do you think so? What has she? Why is she showing the rabbits?

Who seem most interested in the rabbits? What is the smaller girl doing for them?

Who has the baby? In what is the girl interested?

In what is the baby interested?

Which children are paying attention to the girl who has the rabbit? Why has the boy a satchel?



Fig. 1. A group of people in traditional attire, possibly a scene from a play or a historical event.

LESSON CXCIX

STORY FROM THE PICTURE

Tell a story suggested by the picture "Who Will Buy My Rabbits?"

Tell:

1. Why the little girl wished to sell her rabbits.
2. What she told the children about the rabbits.
3. How the older sister agreed to buy them if the children would care for them.
4. How the children showed their joy.
5. What kind of home they made for the rabbits.
6. What kind of food they gave them.

Look at the picture and make up other stories about it.

LESSON CC

LETTER WRITING

Suppose that your father is away from home, and that you wish for a rabbit or some other pet.

Write a letter asking for this pet.

Tell:

What you wish; why you wish it; the name you would give it; what care you would give it in providing food, exercise, and shelter; how grateful you would be for it.

LESSON CCI

THE COMMA IN ADDRESS

Read :

World, you are beautifully drest.

You friendly Earth, how far do you go?

Whom does the child talk to, or address, in the first line?
How is this name separated from the rest of the sentence?

To whom does the child talk in the second line? How
is the name separated from the rest of the sentence?

Exercises

I

Each of you go to the board, and write a direction for
one of your classmates, as :

Francis, skip to the door.

Run to the window, Mary.

Of what must you be careful in writing these directions?

II

Be ready to write from memory :

Do not shoot me, Hiawatha.

What is that, Nokomis?

I did it, father.

World, you are beautifully drest.

You friendly Earth, how far do you go?

LESSON CCII

THE RABBIT'S NEST

John Burroughs, in his book, *Squirrels and Other Fur Bearers*, tells an interesting story about a nest of wild rabbits.

He says :

One summer a wild rabbit came up within a few feet of my neighbor's house, scooped out a little place in the turf and reared her family there ; I suppose she felt more secure from prowling cats and dogs than in the garden or vineyard. My neighbor took me out to let me into her secret. He pointed down to the ground a few feet in front of us and said, "There it is." I looked and saw nothing but the newly mown turf with one spot, the size of my two hands, where the grass was apparently dead. "I see no rabbit nor any signs of a rabbit," I replied. He stooped to this dry spot and lifted up a little blanket or carpet of matted dry grass and revealed one of the prettiest sights I had ever seen, and the only one of the kind I had ever looked upon — four or five little rabbits, half the size of chipmunks, cuddled down in a dry, fur-lined nest. They did not move or wink, and their ears were pressed down close to their heads. My neighbor let the coverlet fall back, and they were hidden again as by magic.

They had been discovered a few days before, when the lawn was mown, and one, as it sprang out from the nest, was

killed by the mower, who mistook it for a young rat. The rest of them fled and disappeared through the grass; but the next morning they were back in the nest, where they remained for several days longer. Only at night, so far as was observed, did the mother visit and nurse them.

There was no opening into the nest; the mat of dried grass covered it completely, so that the mother in her visits to them must have lifted it up and crept underneath. It was a very pretty and cunning device. One might have stepped upon it in his walk, but surely his eyes alone would never have penetrated the secret. I am told by men wise in the lore of the fields and woods that the rabbit always covers her nest and young with a little blanket, usually made of fur plucked from her own breast.

Tell what John Burroughs saw.

Tell the story in your own words.

Tell what you have noticed about rabbits' nests.

LESSON CCIII

A STORY FROM SUGGESTIONS

Tell a story from these suggestions:

A rabbit, lying in her nest, saw a dog approaching — jumped up and darted away — dog followed the trail, barking loudly — rabbit got away and hid in a brier patch — dog lost the scent — rabbit returned to her nest.

LESSON CCIV

USE OF QUOTATION MARKS

Read:

Once upon a time a lazy frog, a lazy cat, and a busy red hen lived together.

One morning the little red hen rose early to get breakfast.

She said, "Who will build the fire?"

"Not I," said the cat.

"Not I," said the frog.

"Then I will," said the busy red hen, and she did.

What did the red hen say to the frog and the cat?

Notice the marks which inclose what the cat said. When we repeat the exact words used by another, we quote them, thus making a **quotation**. The marks which inclose the quotation are called **quotation marks**. What separates the quotation from the rest of the sentence?

What is the next quotation in the story? What shows that it is a quotation? How is it separated from the rest of the sentence?

Tell what the other quotations are and what marks are used with them.

Tell the difference between the marks that are placed at the beginning of each quotation and those at the end. Make the two sets on the board.

LESSON CCV

WRITING QUOTATIONS

The little red hen wished a cake for breakfast.
She asked, "Who will make the cake?"

Write :

The frog said, —.

The cat said, —.

The red hen said, —.

Be sure to use the quotation marks correctly, and to separate the quotation from the rest of the sentence by the proper mark.

Tell the rest of the story.

LESSON CCVI

THE HUNGRY SQUIRREL

A Story to Tell

Read :

A little squirrel was very hungry. He had been lazy in the fall, and now that cold weather had come he found that he had no food in his cupboard ; so he started out to beg his neighbors for food.

He went to the oak tree first and asked for an acorn ; but the oak said, "I have no acorn."

Then he went to the walnut tree and held up his paws for a walnut; but the tree said, "I have no walnut."

He next went to the hickory and cried for a nut; but the hickory said, "I haven't any nuts for you, poor little squirrel."

Then he crawled down to the hazel bush, for he was becoming very weak. He asked for just one little hazel nut; but the hazel bush shook its head and said, "I am sorry, but I have no hazel nuts for you."

Just then a farmer came down the road. The squirrel had always been afraid of farmers, for they often carry guns. Now he was so hungry, however, that he made bold to ask for a grain of corn. The farmer said, "I haven't any corn."

A few minutes later a little girl came skipping along the road with a basket on her arm. She did not wait for the squirrel to ask her for food, but said, "There is a dear little squirrel. I will give him some of the nuts grandmother gave me;" and she threw him a whole handful.

The child found and fed him the next day; and by and by he learned to go to the barn for corn. So the squirrel lived through the winter.

Tell this story in class.

How did the oak and the walnut answer the hungry squirrel?

What answer did the hazel bush and the farmer give?

What contraction is used for *have not*? Name the omitted letter. What mark shows that it is omitted?

LESSON CCVII

REVIEW — QUOTATIONS

Copy the following and fill out the blanks properly :

The oak tree said, —.

The walnut said, —.

The hickory said, —.

The hazel bush said, —.

The little girl said, —.

Notice the mark which separates the quotations from the rest of the sentence. What is this little mark called?

Where did you use quotation marks?

Where did you use the comma?

LESSON CCVIII

USE OF "KNOW"

Read :

I know the song that the bluebird is singing,
Out in the apple-tree where he is swinging.
Brave little fellow ! the skies may be dreary,
Nothing cares he while his heart is so cheery.

Do you know the bluebird's song?

What birds' songs do you know?

Notice how the word *know* is spelled.

Write sentences in which you tell some things that you know about birds. Begin each sentence with "I know."

LESSON CCIX

SEED FRIENDS

Study of a Poem

Read :

Little brown brother, O little brown brother,
Are you awake in the dark?
Here we lie cozily, close to each other;
Hark to the song of the lark —
"Waken," the lark says, "waken and dress you!
Put on your green coats and gay!
Blue sky will shine on you, sunshine caress you —
Waken! 'tis morning — 'tis May!"

Little brown brother, O little brown brother,
What kind of flower will you be?
I'll be a poppy — all white like my mother;
Do be a poppy like me.
What, you're a sunflower! How I shall miss you
When you're grown golden and high!
But I shall send all the bees up to kiss you;
Little brown brother, good-by!

— EMILY NESBIT.

Why does the poet call the sunflower seed "little brown brother"?

Where were these two seeds? What time of the year was it? What will waken the seeds? Read what the lark said to them.

Copy the poem in your notebook.

LESSON CCX

REVIEW EXERCISES

I

Write in your notebook :

1. The titles of the poems you like best.
2. The titles of the stories you like best.
3. The titles of the pictures in this book.
4. The names of three poets.
5. The names of three other authors.

II

Write a letter to your teacher in which you tell her what you like to do best in school.

III

Copy in your notebook your favorite poems, or the lines you like best in these poems. Memorize these poems (or lines) and repeat them often.



IV

Write in your notebook what you have learned about the use of :

- | | |
|-----------------|-----------------------|
| 1. The capital. | 4. The question mark. |
| 2. The period. | 5. Quotation marks. |
| 3. The comma. | 6. The apostrophe. |

V

Copy in your notebook a list of the words you are trying to use correctly. Write sentences in which you use these words. After your teacher has examined the work, write the sentences upon the board, leaving blanks to be filled by your classmates.

LESSON CCXI

STUDY OF A PICTURE

Observe the group in the picture on the opposite page. What is the man doing? Notice where he stands and the way in which he lowers the sail. At whom is he looking?

What does the little girl think she is doing? Where does she sit? Which way is she looking? Can you think of a reason for this?

Observe the background carefully. Is there anything to show that this consists of a harbor, or port, shut in from the heavy sea waves?

LESSON CCXII

DESCRIPTION OF THE PICTURE

Describe "Return to Port" so clearly that the pupils can close their books and see the picture grow while you talk.

First think of an attractive sentence with which to introduce your subject. You might begin this way:

This is a happy moment for Nannette when she can help her father lower the sail.

Describe:

1. The fisherman: where he stands; how he lowers the sail; at whom he looks as he works. The child: where she sits; how she tries to help her father; the direction of her merry glance.

2. The background: the harbor with the curve of protecting land at the right; the incoming boats; the gray evening sky.

LESSON CCXIII

THE FOUR WINDS

Study of a Poem

Read:

In winter, when the wind I hear,
I know the clouds will disappear;
For 'tis the wind that sweeps the sky
And piles the snow in ridges high.

In spring, when stirs the wind, I know
That soon the crocus buds will show ;
For 'tis the wind who bids them wake
And into pretty blossoms break.

In summer, when it softly blows,
Soon red I know will be the rose ;
For 'tis the wind to her who speaks,
And brings the blushes to her cheeks.

In autumn, when the wind is up,
I know the acorn's out its cup ;
For 'tis the wind who takes it out,
And plants an oak somewhere about.

— FRANK DEMPSTER SHERMAN.

Of what season does the first stanza tell? When the poet hears the winter wind, what does he know? Why?

Of what season does the second stanza tell? What does the poet know when the spring winds stir? Why?

What season does the third stanza describe? Tell what the poet knows when the summer wind blows, and why.

Of what season does the fourth stanza tell? What does the autumn wind do?

Which stanza do you like best?

Copy the poem in your notebook and be ready to recite it in class.

LESSON CCXIV

HOW TO WRITE THE NAMES OF THE SEASONS

How many seasons are there? Name them. Which season do you like best? Why?

What kind of weather do we have in spring? What does the farmer do? the housekeeper? the birds? Mention some of the signs of spring; of summer; of autumn; of winter.

Bring sentences to class in which you tell which season you like best, and why.

Find the names of the seasons as they appear in the poem, "The Four Winds." With what kind of letter do they begin?

Remember:

The names of the seasons do not begin with capital letters.

LESSON CCXV

EXERCISES

Write, in separate columns, the names of the winter months; the spring months; the summer months; the autumn months.

Make a list of the games you like to play in the different seasons; of flowers that bloom in the different seasons.

LESSON CCXVI

SIGNS OF THE SEASONS

Read the following stanzas and tell of which season each poet was thinking when he wrote. Learn the stanzas you like best:

The yellow chestnut showers its gold,
The sumachs spread their fire.

— EDMUND CLARENCE STEDMAN.

The honeysuckles lace the wall,
The hyacinths grow fair and tall :
And mellow sun and pleasant wind
And odorous bees are over all.

— ELIZABETH AKERS.

The thistles show beyond the brook
Dust on their down and bloom,
And out of many a weed-grown nook
The aster flowers look
With eyes of tender gloom.

— W. D. HOWELLS.

Holly berries gleam and glow
Beneath the glossy leaves ;
Icicles hang glittering down
And sparkle from the eaves.

— PAULINE FRANCES CAMP.

The frost is here,
And fuel is dear,
And woods are sear,
And fires burn clear,
And frost is here
And has bitten the heel of the coming year.

— ALFRED TENNYSON.

The leaves are fading and falling ;
The winds are rough and wild.

— ALICE CARY.

LESSON CCXVII

STORY-TELLING

Ever since the world was young, people have enjoyed stories. Many years ago, before story-books were as common as they are to-day, men wandered from country to country and from city to city, simply to entertain others with songs and stories. These gifted singers and story-tellers had different names in different times and countries. They were called bards, troubadours, minstrels, skalds ; but by whatever name they were known they were honored guests in the palace of the king, in the castle of the knight, or in the lowly hut.

Even to-day, when books are plentiful, the good storyteller has the power of giving pleasure to many people. Little children and grown people, the sick and the well,

the blind and those who see, put aside their work and their cares when the story-teller appears, and wait to be entertained.

How many good stories do you know? How many of these can you tell well enough to give pleasure to the people who listen to them? Make a list of the best stories you have heard.

LESSON CCXVIII

THE ENDLESS TALE

For Reading

Read :

I

Long ages ago there lived a king who never wearied of hearing stories. Few books were written in those days, and the king kept men in his palace whose only duty it was to tell him stories at any hour of the day or night. These story-tellers sought everywhere for tales that would entertain the king; but no matter how hard they tried, they never succeeded in finding one long enough to satisfy the monarch.

Finally the king sent heralds throughout the land in search of some one to tell a story that would last forever. The heralds proclaimed that the man who succeeded might marry the princess and inherit the kingdom; but those who tried and failed would be put to death. Now, there were many story-tellers who would have been glad to marry the beautiful princess and in time become king, but few of them wished to

risk their heads in trying to tell a story that had no end. The heralds succeeded in finding only two men who were willing to make the trial.

The first man knew a very long story, but he was sure he could not make it last forever. He hoped that by the time it ended the king's desire for a long story would have been gratified. Day after day he sat before the king and told his tale. Three months went by, and at last the unhappy man reached the end of the story. "Then," said he, "the prince married the princess, and they were happy forever and ever."

"Continue the story," said the king, after waiting a few moments. The story-teller hung his head and said nothing. "Continue, I say!" cried the king.

"Your majesty," replied the poor man, "the story is ended. I have nothing more to tell."

"That is all?" demanded the king.

"Yes, your majesty," replied the story-teller. "The prince married the princess, and they were happy. There is nothing more to tell."

"The story is too short, by far," cried the king in anger.

"Why, father, we have listened to the tale for three long months!" the princess exclaimed.

"That does not matter. The story is too short, I say. Make it longer, sir!" roared the king.

"I cannot, sire," replied the story-teller. "The prince married the princess, and they were happy. There is nothing more to tell."

"Guards, take this man out of the palace and cut off his head," ordered the king, in a great rage.

"Your majesty, be merciful!" pleaded the ladies.

"Spare his life!" implored the princess.

"Let me keep my head, O king!" prayed the story-teller, falling at the monarch's feet.

"Keep your head! Why should you keep it when you put it to no use?" asked the king.

"For three months I have used it the best I could," the man humbly replied.

"The story is too short, I say!" cried the king. "Away with him, guards! Away! and bid another take his place."

II

The second story-teller was a handsome youth upon whom the princess looked with favor. He bowed low before the king and the princess, and stood silent, awaiting the king's orders.

"Give heed to what I command," said the king: "you must tell a story that will last forever."

"I hear your command, O king," replied the youth, bowing low.

"If you succeed, you shall marry my daughter and be king after me," said the king.

"I hear, O king," returned the youth, bowing still lower.

"If you fail," continued the king, "you shall lose your head. Begin! and remember that the story must go on forever. Again I say, begin!"

The story-teller bowed the third time, and, seating himself before the king and the princess, began his tale :

"Once upon a time a certain king seized upon all the grain in his kingdom and stored it away in a strong granary. When the new crops began to ripen, a swarm of locusts came and ate the grain before it was ready to be harvested. The king laughed as he thought to himself that his own grain was safe in the royal granary. But lo! the locusts found a crack in the south side of this granary which was just large enough for one locust to pass through at a time. So one locust went in and carried away a grain of wheat. Then another locust went in and carried away a grain of wheat. Then another locust went in and carried away a grain of wheat. Then —"

"Yes, yes!" cried the king, interrupting the youth. "Now go on with the story."

"The story shall go on, O king," replied the story-teller, and he continued: "Then another locust went in and carried away a grain of wheat. Then another locust —"

"I tell you to go on with the story!" shouted the king.

"I obey, great monarch," replied the man. "Then another locust went in and carried away a grain of wheat. Then another —"

"The story! the story, I tell you!" roared the king.

"This *is* the story, O king," the man humbly replied. "Then another locust went in and carried away a grain of wheat. Then —"

"I cannot stand this!" exclaimed the king. "How long will it take the locusts to carry away all of the grain?"

"One thousand years, your majesty," the youth replied.
"Then another locust went in —"

"Stop! stop!" cried the king. "Take my daughter! Be king after me! Anything, anything to stop the locusts!"

So the second story-teller did not lose his head, but married the princess and became king in good time. The two lived happily forever and ever.

— *Old Folk Tale.*

What was the task set the story-tellers?

What success had the first man, and why?

How did the second man win the reward?

LESSON CCXIX

STUDYING THE STORY

You would enjoy playing this story in school, but before you can do so you must study it carefully. There are two parts to the story. We will now study the first part.

Imagine the scene when the long, long story came to an end. Where were the king and the princess? How were they dressed? Think of the disappointed and angry king, the anxious princess.

There were gentlemen and ladies in the room. Imagine how they would be arranged, the ladies seated in a row or grouped in some more graceful way at the left of the princess, the men arranged in the same manner at the

right of the king. Picture their anxious and frightened faces. Where would the story-teller sit? Knowing that his story had come to an end, how would he feel? What would be the look on his face?

Re-read the part of the story beginning with "The prince married the princess, and they lived happy forever and ever." Imagine the stormy scene between the king and the story-teller, together with the pleadings of the princess and the ladies. Think of the tones of voice used by each speaker.

Imagine the changes of feeling of the unfortunate story-teller. Show how the guards removed him.

Let different pupils in the class represent the king, the princess, the ladies, and the gentlemen. Imagine the whole scene, and let each one act and speak as he thinks the characters in the story would act and speak.

We will now study the second part of the story.

Re-read this part of the story. Show how the youth entered and greeted the king. Show the interest of the princess. Imagine the king's severe look. What changes of expression were shown on the faces of the ladies and gentlemen?

How did the youth feel? Why? How did he act? Repeat, with appropriate action, the conversation between the king and the youth.

How did the princess feel when the king told the young man the consequence of failure? when he told of the reward of success?

Show what the youth did before beginning his story; how he looked. Imagine his calm tone in beginning the endless tale. Why was he calm? Tell his story.

When the king discovered what made the story endless, how did he feel? Read the scene between the king and the youth, trying to use the tones of voice of each.

LESSON CCXX

PLAYING THE STORY

Choose the characters needed in the play. Let each character think carefully what to say and how to act. Provide seats and crowns for the king and the princess.

You are now ready to play "The Endless Tale." Each child must think how to help make the play a success, both in acting and speaking. The actors may use as many quotations from the story as they like. If a speaker forgets, let him try to use expressions that might be used by the characters he represents.

When the play is over, tell what you like about it; also how it could be improved. Play "The Endless Tale" again some day as a means of entertaining your friends.

LESSON CCXXI

VARIETY OF EXPRESSION

The first sentence in "The Endless Tale" begins with the expression, "Long ages ago." There are many other expressions which might be used instead of this one, as:

Hundreds of years ago.

When the world was young.

In days long gone.

Think of other expressions to add to the list and remember to use some of them in telling stories.

The main thought in the first sentence might be expressed in several different ways, as:

There once lived a king who never tired of hearing stories.

Long ago there was a king who would listen to stories for days and weeks without tiring.

Express the thought in each of the following sentences in as many different ways as you can:

Spare his life.

Bid another take his place.

The man humbly replied.

The story-teller hung his head and remained silent.

The second story-teller was a handsome youth upon whom the princess looked with favor.

So the second story-teller did not lose his head, but married the princess and became king in good time.

LESSON CCXXII

WORD STUDY

Why did the king soon grow tired of the youth's story? When the same thing occurs again and again, we say it is *monotonous*. There are other words we use in speaking of a story that is not pleasing, as :

dull

stupid

tiresome

uninteresting

tedious

unattractive

Think of words to add to this list and use them in describing an event, a person, or a speech. Use each new word in your daily conversation. One should add at least one new word a day to his vocabulary.

Name some interesting story you know. What makes it interesting? Instead of saying it is an interesting story, we might use one of the following words :

charming

thrilling

enjoyable

exciting

amusing

entertaining

Think of other words that describe an interesting story. Use them in describing something else that is interesting.

Think of an experience you have had to which you looked forward with pleasure but which proved to be disappointing. Use as many different words as possible to describe the anticipation and the experience.

Notice that the writer does not use *said* and *asked*

•

each time a character speaks. He changes to *demand*, *roared*, *exclaimed*, and other words. Make a list of the words used instead of *said* and *asked*.

Fill in the blanks in the following sentences with words that may be used instead of *said* and *asked*:

"Take my cloak, O Hiawatha," — the birch tree.

"Take my bough, O Hiawatha," — the cedar.

"Take my roots, O Hiawatha," — the tamarack.

"Take my balm, O Hiawatha," — the fir tree.

"Take my quills, O Hiawatha," — the hedgehog.

Your teacher will now read you "Hiawatha's Sailing," and you can see what beautiful expressions the poet used instead of *said*.

LESSON CCXXIII

TONES OF VOICE

The good story-teller thinks of the way in which the different characters in the story would speak if the story were real, and tries to speak like them. Turn to "The Endless Tale," and read the scene between the king and the man whose story lasted only three months. Before attempting to read, think of the following things:

The king's impatience, anger, and disappointment.

The fear of the court ladies.

The pity of the princess.

The terror of the story-teller.

Think of the various tones one should use in reading the speeches made by the different persons. Read this scene aloud, and try to reproduce the conversation as you think it occurred.

Find other stories in which there is conversation. Study the character of the speakers, and try to reproduce the stories as if the scenes were actually occurring.

EXERCISE

Try to imagine the occasion when each of the following exclamations was made and use the tone of voice suited to each:

1. Help! help! The wolf! the wolf!
2. Hush! The Naked Bear will hear thee.
3. To arms! to arms!
4. The city is saved!
5. Fire! fire! fire!
6. Alas! Cock Robin is dead.

LESSON CCXXIV

CAREFUL SPEAKING

Sometimes the story fails to interest those to whom it is told because the story-teller does not speak distinctly and clearly. The successful story-teller learns how to make every word and syllable help in gaining and holding the listener's attention.

The endings of words are often slurred, and there are many difficult combinations of sounds. Read aloud the following selections often and be sure that you give each sound clearly :

1. Polly, Dolly, Kate and Molly,
All are filled with pride and folly ;
Polly rattles, Dolly wiggles,
Katie rattles, Molly giggles ;
Who e'er knew such constant rattling,
Wiggling, giggling, noise and tattling ?
2. Oh, the little rusty, dusty, rusty miller !
I'll not change my wife for either gold or siller.
3. Did you say a motion or an ocean ?
4. He sawed six long, slim, sleek, slender saplings.
5. She sells sea shells.

LESSON CCXXV

TELLING THE STORY

You have played "The Endless Tale"; you have studied the words, you have thought of different expressions to use, and you have studied tones of voice and pronunciation. You should now be ready to tell the story well.

LESSON CCXXVI

THE FARMER AND HIS SON

Completing a Story

Read :

One day a poor farmer and his son went out into the field to plow. The farmer was not a skillful plowman, but he worked hard because he was anxious to raise a good crop. All of his sheep had died during the winter, and poverty stared him in the face.

At noon the father and son stopped to rest and eat their crust of bread. Looking beyond the field, the boy saw smoke rising from the ground and soon caught the smell of savory cooking.

"Look, father!" he cried, "there is the smoke from the Hillman's kitchen. How good the cooking smells! I wish we had just one little dish out of all his plenty."

The father sighed, for he had no money to pay for extra food. He silently turned to his plow, when there in the middle of the furrow —

Complete the story.

LESSON CCXXVII

COMPLETING OTHER STORIES

Make a list of the stories you know and find out whether there is one which the rest of the class do not know.

Tell a portion of it, and call upon different children to complete the story.

Be sure to have the part of the story you tell suggest a reasonable ending. Notice that in the story, "The Farmer and His Son," something appeared in the furrow.

LESSON CCXXVIII

WISHING.

Study of a Poem

. Read:

Ring-ting! I wish I were a primrose,
A bright yellow primrose, blooming in the spring.
The stooping bough above me,
The wandering bee to love me,
The fern and moss to creep across,
And the elm tree for 'our king!

Nay-stay! I wish I were an elm tree,
A great, lofty elm tree with green leaves gay.
The winds would set them dancing,
The sun and moonshine glance in,
And birds would house among the boughs,
And sweetly sing.

Oh-no! I wish I were a robin —
A robin, or a little wren, everywhere to go,

Through forest, field, or garden,
And ask no leave or pardon,
Till winter comes with icy thumbs,
To ruffle up our wing.

— WILLIAM ALLINGHAM.

Where do you think the boy was when he made these wishes? Why do you think so? Why did he wish to be a primrose? What other expression could you use for *stooping bough*?

Why did the child change his mind and wish to be an elm tree? Before wishing the second time he uses two words. What are they? Can you see in fancy the sunbeams and moonbeams "glancing in" among the elm boughs? They glance at the birds' nests in the trees.

Why do you think the boy changed his mind the third time? What advantages have birds in summer that trees and flowers do not have? When winter comes, would you rather be a robin or an elm tree? Why?

Of the three things the boy mentions, which would you rather be? Why?

LESSON CCXXIX

USE OF "IF I WERE"

Imagine yourself an elm tree, and write a paragraph telling some things you would do.

Imagine yourself a bird, and write of some things you would do if you were one.

Begin each paragraph with "If I were."

LESSON CCXXX

EXERCISES

I

Write three sentences in which you tell what you desire to be. Your sentences should give some reason for your wish. Notice that the child in the poem tells what is attractive to him in the things he wishes to be. Your sentences might be somewhat like this:

I wish I were a tulip, a beautiful red tulip blooming in the sun.

II

Write a short paragraph about one of the following topics:

1. Where you would go if you could take a trip to one place only.
2. What you would do if you had a whole day to spend as you please.
3. What you would do if a dollar were given you to use as you like.

Choose the topic that interests you most. The title of the paragraph might be "If."

LESSON CCXXXI

USE OF "THOSE" AND "THEM"

Read :

1. Where are those pictures? Fred has them. He will give them to you.

2. Do you hear those bells? The firemen hear them. The bells tell them to hurry.

3. Those soldiers march well. We see them. They march to the music of those fifes and drums.

Notice that the name of the object is used after *those*. It never appears after *them*.

Give two sentences of your own, using *those* correctly. Give two using *them* correctly.

Notice the use of the words *those* and *them* in reading stories and in studying your lessons. Try to use these two words correctly when speaking and writing.

EXERCISES

I

Write four sentences using *those* and *them* correctly.

II

Fill the blanks in the following sentences with *those* or *them*:

1. Look at — pretty dresses. I wonder who made —.
2. I brought — cakes to the party. Mother gave — to me.

3. Can you hear — girls singing? I can hear —.
4. Do you hear — boys shouting? I can, but Mother says she cannot hear —.
5. Where did — men go? I cannot see —.

LESSON CCXXXII

WRITTEN DESCRIPTIONS

One day a teacher told her pupils that they might write descriptions of their classmates or friends. The descriptions were read in class and Robert wrote his paragraph on the board:

This boy has blue eyes and red hair. His face is freckled. He is a tall boy.

"A description should be interesting, and make one wish to see the person described," said the teacher. "Does this description make one feel that way?"

The question was discussed and the children decided that it did not. The description was studied and ways of improving it suggested. Soon Robert had the following paragraph on the board:

I am thinking of a boy. He is a blue-eyed, freckle-faced chap, with a mop of red hair. He is as tall and thin as a beanpole, and I call him "Lanky." He does not mind that name, for he is the best-natured boy in town.

Tell why the second paragraph is better than the first.

EXERCISE

Write a paragraph in which you describe a classmate. Be sure that you tell something interesting about your friend and that you tell it in an interesting way.

LESSON 'CCXXXIII**SELECTIONS TO BE MEMORIZED**

Copy and memorize the following selections :

The world is such a happy place
That children, whether big or small,
Should always have a smiling face
And never, never sulk at all.

— GABRIEL SETOUN.

Be good, sweet maid, and let who will be clever ;
Do noble things, not dream them all day long ;
And so make life, death, and that vast forever
One grand, sweet song.

— CHARLES KINGSLEY.

Be ready to write the first stanza from memory.

LESSON CCXXXIV**A LETTER**

Did you ever read "Alice in Wonderland"? The man who wrote that book was Doctor Charles Lutwidge Dodgson, but in his books he signed his name Lewis

Carroll. He was very fond of children and was never too busy to talk to them. One day he met a little girl named Isabel in a park in Reading, England, and he drew some puzzles for her. When he went home he wrote her the following letter :

The Chestnuts, Guilford,
August 22, 1869.

My dear Isabel,

Though I have been acquainted with you only fifteen minutes, yet, as there is no one else in Reading I have known so long, I hope you will not mind my writing to you.

A friend of mine, called Mr. Lewis Carroll, tells me he means to send you a book. He is a very dear friend of mine. I have known him all my life (we are the same age) and have never left him. Of course he was with me in the Gardens, not a yard off, even while I was drawing those puzzles for you. I wonder if you saw him.

Your fifteen-minute friend,
C. L. Dodgson.

How do you think Isabel felt when she received this letter? How did she feel when she got the book? What book do you suppose it was? Tell what you like about the letter.

EXERCISE

Write the letter which you think Isabel might have written in reply to Doctor Dodgson. Try to make your letter as interesting as his.

LESSON CCXXXV

SOME USES OF THE COMMA

A Review

Where was Doctor Dodgson when he wrote the letter? What mark is used after "The Chestnuts," the name of Doctor Dodgson's home? What mark separates the name of the place from the date?

When was the letter written? What mark separates the day of the month from the year?

To whom was the letter written? How did Doctor Dodgson greet the little girl? What mark follows the words of greeting?

At the close of the letter what word comes just before the name of the writer? What mark follows this word?

How many uses of the comma have you found in this letter? Write the answer in your notebook.

LESSON CCXXXVI

INITIALS

Notice the following :

Charles Lutwidge Dodgson

C. L. Dodgson.

In the first line you see Doctor Dodgson's full name. In the second line you see the **initials** of his first, or given,

names. An initial is the first letter of a name. What mark follows an initial?

How many given names have you? Write your given names and your last name, or surname, on the board. Beneath that, write your initials and surname. Be sure to use periods after the initials.

Write the initials and surname of your father, or some friend. What mark follows each initial?

Write the following names, changing the full given names to initials, and following each initial with a period:

Mr. Wallace Arthur Hunt.

Mr. James Allan Chester Ward.

Mr. Thomas Paxton Gilbert.

Miss Alice Ward Holden.

Mrs. Laura Morton Allen.

LESSON CCXXXVII

STUDY OF A PICTURE

Look at the picture on the opposite page.

In what are the children interested? How do you know?

Look about the room and see if you can tell who brought the surprise to the children. Look again and see if you can tell where she got this gift.



Give several names for the picture. Write them on the board. Choose the one you think suits the picture best. Your teacher will write the artist's name for the picture. Compare your name with that of the artist and tell why his seems the better title.

LESSON CCXXXVIII

STORY FROM THE PICTURE

This picture tells part of a story. It may suggest a different one to each pupil in the class, but every story will have for its subject, "What Mother Brought Home."

In preparing your story, think of the following things and how to make each one interesting:

1. Mrs. Allen's trip to market.
 - What she saw.
 - What she decided to do.
 - How she brought her purchase home.
2. The children's discovery.
 - How they felt.
 - What they did and said.
3. The children's happiness; their care of the bird.

Change the plan in any way that may help you compose your story. Think of an interesting way to begin, and tell the story as well as you can.

LESSON CCXXXIX

TITLES OF POEMS, PICTURES, AND BOOKS

Copy the title of the picture you have just studied.

Copy the titles of some poems in your readers. Add to the list the titles of the poems you like best.

Write the name of your favorite story.

Make a list of your favorite books.

Make a list of the newspapers which come to your home.

Make a list of your favorite pictures.

Notice how all of these titles are written.

Write in your notebook :

The principal words in titles of books, poems, and newspapers begin with capital letters.

LESSON CCXL

TITLES IN SENTENCES

Read :

Doctor Dodgson wrote "Alice in Wonderland." He wrote "Through the Looking Glass," too. He sent one of these books to a little girl.

The titles of Doctor Dodgson's books are here used in sentences. How are they inclosed?

Tell in complete sentences who wrote some of your favorite poems, stories, or books, as :

My favorite poem is "The Wind," by Robert Louis Stevenson.

Write in your notebook :

When titles of poems, stories, books, or newspapers are used in sentences, they are inclosed by quotation marks.

LESSON CCXLI

TITLES OF PEOPLE

Tell what titles should be used in speaking of the following persons :

A physician.

A minister.

The one who keeps the records of any society.

The one who has charge of the money of any society.

The older of two men having the same name.

The younger of these two men.

Copy in your notebook the following titles with their abbreviations :

President	Pres.	Treasurer	Treas.
General	Gen.	Secretary	Sec.

Notice the mark of punctuation after each abbreviation and be careful to use it in copying.

LESSON CCXLII

THE COMMA IN A SERIES

Read :

Once upon a time the Tidy Angel visited the room of a child who was careless, untidy, and thoughtless. On the floor she found shoes, skates, balls, and books. On the bureau she saw a mountain of socks, ties, and collars. On the table lay books, balls, tops, marbles, and caps. The Tidy Angel gave one look around the room and said —

This is the beginning of a story by Laura E. Richards, called "The Pig Brother." Perhaps some of you can tell what the Tidy Angel said and what happened.

Find a list of words in the second sentence; in the third; in the fourth. Such a list of words is called a **series**. How are the words in each series separated from one another?

Write in your notebook :

The comma is used to separate words in a series.

LESSON CCXLIII

EXERCISES

I

The teacher has on her desk (or a table) a number of objects, hidden by a cover. Each child in turn goes by

the desk, peeps under the cover, and tells what he saw. The sentences may be written on the board. They may be somewhat like this :

I saw a book, a pencil, and a knife.

Tell in each case what punctuation marks were used and why.

II

Name three red flowers, three blue flowers, three yellow flowers, three purple flowers.

LESSON CCXLIV

A BAD DAY

A Review

Study :

It rained on Friday, Saturday, and Sunday. Those were dark, gloomy days. On Monday the weather was even worse. It rained, snowed, hailed, and blew all at the same time. Men, women, and children kept off the streets as much as possible. I had to walk from school with my bag, a basket, and my umbrella. I shall always remember that long and tiresome walk through the mud, water, and slush.

Be ready to write these sentences from dictation.

Be ready to give a reason for the use of capital letters and punctuation marks.

LESSON CCXLV

A RIDDLE

Vowels and Consonants

Read :

We are little airy creatures,
All of different voice and features;
One of us in glass is set,
One of us you'll find in jet.
T'other you may see in tin,
And the fourth a box within.
If the fifth you should pursue,
It can never fly from you.

— JONATHAN SWIFT.

What five letters do you find hidden in the riddle? Repeat them. These letters stand for the free, open sounds of the voice. They are called *vowels*.

The rest of the letters represent the sounds that are held back by the lips, the tongue, the teeth, or the palate. They are called *consonants*.

Read the following :

an elephant	a vase
an ink-well	a yam
an umbrella	a useful tree

Look at the words following *an*. With what sound does each word begin, a consonant or a vowel sound?

Look at the words following *a*. With what sound does each begin? Try to tell before what sounds *an* is used; before what sounds *a* is used. Notice that *u* sometimes has a consonant sound.

The letter *y* sometimes has a vowel sound, as in *fly*, *kitty*, and *bonny*.

Tell whether *an* or *a* should be used before the following words:

— unpleasant place	— airplane	— history
— enemy	— umpire	— heiress
— humming bird	— Indian	— pocket
— useless task	— grapefruit	— yew tree

LESSON CCXLVI

SYLLABLES

Pronounce the following words:

use strong child kind

These words can be pronounced with one effort of the voice. A word that can be pronounced with one effort of the voice is a word of one **syllable**. Give a word of one syllable.

Pronounce the following:

useful strongest childish kindness

How many efforts of the voice did you make in pronouncing these words? As you see, each of these words has two syllables. Give a word of two syllables.

Write and divide the following words into syllables :

grace	enjoy	truth	exclaim
graceful	enjoyed	truthful	exclaimed
gracefully	enjoyment	truthfully	exclaiming

LESSON CCXLVII

SYLLABLES AND ACCENT

Pronounce these words :

vow'el	state'ment	en joyed'
con'so nant	ques'tion	com mand'

Notice that one syllable in each of the words is spoken with more force than the others. This is the *accented* syllable.

Notice the mark after the accented syllable. It always tells one which syllable is accented.

Copy the following words and divide them into syllables. Pronounce each word slowly, and then place the accent mark after the strong syllable :

pronounce	syllable	Ohio
laughing	accented	Dakota

LESSON CCXLVIII

A LOBSTER QUADRILLE

Careful Speaking

Read aloud the following nonsense poem about a lobster dance, taking care to pronounce each syllable clearly :

"Will you walk a little faster?" said a whiting to a snail,
"There's a porpoise close behind us, and he's treading on my tail.

See how eagerly the lobsters and the turtles all advance!
They are waiting on the shingle — will you come and join the dance?

Will you, won't you, will you, won't you, will you join the dance?

Will you, won't you, will you, won't you, won't you join the dance?

"You can really have no notion how delightful it will be
When they take us up and throw us, with the lobsters, out to sea!"

But the snail replied, "Too far, too far!" and gave a look askance —

Said he thanked the whiting kindly, but he would not join the dance.

Would not, could not, would not, could not, would not join the dance.

Would not, could not, would not, could not, could not join the dance.

"What matters it how far we go?" his scaly friend replied,
"There is another shore, you know, upon the other side.
The further off from England the nearer is to France —
Then turn not pale, beloved snail, but come and join the
dance.

Will you, won't you, will you, won't you, will you join the
dance?

Will you, won't you, will you, won't you, won't you join the
dance?"

— LEWIS CARROLL.

LESSON CCXLIX

MARK TWAIN AND THE SERMON

A Funny Story to Tell

Read:

Mark Twain was a man who loved to joke.

One Sunday after listening to a very interesting sermon, he said to the preacher, "That was an excellent sermon you gave us this morning. I have every word of it in a book in my study."

"In what book?" cried the indignant parson.

"I will send you a copy," replied Mark Twain.

The next morning a messenger carried a book to the minister. He opened it and, to his surprise and amusement, found it to be a copy of Webster's Dictionary.

Tell this story at home. Perhaps your father will tell you some other interesting things about Mark Twain and his stories.

LESSON CCL

HOW TO USE THE DICTIONARY

What Mark Twain said was true. He had every word of the minister's sermon in a dictionary. You can find every word that is in your school books in the dictionary, and you are now old enough to get the meanings of these words for yourself.

In learning how to use the dictionary there are three important things to know :

1. The alphabetical arrangement of words. If you try to arrange words alphabetically, you will know better how to look for them in the dictionary. In arranging them, you must consider all of the letters in the word. For instance, *seam* would come before *seem*.

Make an alphabetical list of the words your teacher writes on the board.

2. The markings of letters. In the front of a dictionary a *key* is given. This tells you what sound each mark requires. For instance, in many dictionaries the following markings are used :

ā is like a in ate

ă is like a in add

Study such marks carefully, as they will help you to pronounce words correctly.

3. The meanings of words. You will have to remember that a word has several meanings and you must decide which meaning fits the word as it is used in the sentence in which it appears.

LESSON CCLI

TELLING FUNNY STORIES

Perhaps your teacher will let each of you tell a funny story in class. Be careful not to leave out any part of the story that will help to make it funny or interesting.

Copy a funny story from some magazine and bring it to class. If it is written correctly and you tell it well, your teacher may let you repeat it in another room.

LESSON CCLII

THE LIGHT-HEARTED FAIRY

The Hyphen

Read:

Oh, who is so merry, so merry, heigh ho!

As the light-hearted fairy? heigh ho,

Heigh ho!

He dances and sings

To the sound of his wings

With a hey and a heigh and a ho.

Oh, who is so merry, so airy, heigh ho!
As the light-headed fairy? heigh ho,
Heigh ho!

His nectar he sips
From the primroses' lips
With a hey and a heigh and a ho.

Oh, who is so merry, so merry, heigh ho!
As the light-footed fairy? heigh ho,
Heigh ho!

The night is his noon
And the sun is his moon,
With a hey and a heigh and a ho.

What do we learn about the fairy in the first stanza?

The second stanza tells something else about him.

What is it?

Give the meaning of :

“The night is his noon
And the sun is his moon.”

When does the fairy sleep?

Read the poem to your classmates, thinking of the lightness and the joyful nature of the fairy.

In the title of the poem there is a word that describes the fairy. It is made of two words, connected by a mark called a **hyphen**. Write the word on the board, connecting the two parts with a hyphen. Where else in the poem

do you find the same word? What connects the two parts?

In the second stanza there is another word describing the fairy. Give the word and name the two parts from which it is made. What mark connects these parts?

Look at the second line of the third stanza. Name the word in this line that describes the fairy. How are the two parts connected?

When a word is made of two or more short words, it is called a compound word. The hyphen connects the parts of a compound word.

Sometimes it is necessary to divide a word between syllables at the end of a line. Then we use a hyphen to show that the word has been divided.

Remember that we use a hyphen at the end of a line to show that a word is divided, but we never divide a word of one syllable.

Find compound words in lessons in your reader. Notice the hyphen.

What two uses have we found for the hyphen?

Copy in your notebook the following rules for the use of the hyphen :

A hyphen is used to connect the two parts of a compound word.

A hyphen is used to divide a word at the end of a line. A word of one syllable should never be divided.

LESSON CCLIII

EXERCISES

I

Copy the following paragraph :

There are land-babies. Then why not water-babies? Are there not water-rats, water-flies, water-crickets, water-crabs, and water-dogs? sea-lions, sea-horses, sea-elephants, sea-urchins, and sea-fans?

II

Write the names of the numbers between fifty and sixty. Be sure to use the hyphen in writing these words.

LESSON CCLIV

THE STANZA

Read "The Light-Hearted Fairy." Notice that the lines of the poem are arranged in groups. How many groups of lines do you find in the poem?

Read "The Four Winds" again. How many groups of lines do you find in the poem?

A group of lines which forms a division of a poem is called a **stanza**.

How many stanzas are there in "The Light-Hearted Fairy"? How many stanzas are there in "The Four Winds"? How many lines form a stanza in "The Light-

Hearted Fairy"? in "The Four Winds"? Which stanza in each poem do you like best? Why?

Open your reader and find poems which have stanzas of different lengths.

LESSON CCLV

A GUESSING GAME.

The Comma after "Yes" and "No"

Copy :

Guess what I am.

Are you an animal?

No, I am a vegetable.

Do you grow in a garden?

No, I grow in the woods.

Are you a tree?

No, but I climb trees.

Are you a vine?

Yes, I am a vine.

Do you bear small white berries?

No, I do not bear berries.

Do you bear pods?

Yes, I bear pods.

Have you large orange-colored flowers?

Yes, and they have honey for the humming-bird.

Are you a trumpet-vine?

Yes, I am a trumpet-vine.

Choose a classmate to assist, and read the game as a dialogue.

How many sentences begin with *No*? What mark separates this word from the rest of the sentence? Look carefully at each sentence beginning with *No*, and see whether the same thing is true of all.

How many sentences begin with *Yes*? Read the first.

What mark separates *Yes* from the rest of the sentence? See whether this is true of the other sentences beginning with *Yes*. Make up other "Yes and No" games. They might be about animals, trees, people, or toys. Play them in school or at recess.

Write in your notebook :

The comma is used to separate the words *yes* and *no* from the rest of the sentence.

LESSON CCLVI

THE CHESTNUT BUR

Study of a Poem

Read :

The wind cried aloud to the chestnut bur,

"Open, come open to me!"

And he blew with his might

Till the bur shook with fright,

But never a bit opened she.

Then the sun smiled down on the little green bur,
"Please open," he coaxed, "to me!"
And he shone so warm,
That the bur in alarm
Hid under the leaves of the tree.

Jack Frost came hurrying down the hill.
"Ho, ho, ha, ha!" laughed he.
And the bur laughed back
Till her brown sides cracked, —
Then out fell the chestnuts three.

— CHRISTINE H. HAMILTON.

What three things tried to open the chestnut bur?
What effect did each have?
What things had helped the nuts to ripen? Tell how
they had helped.

Read the poem aloud, speaking as you think the wind
and the sun spoke, and laughing like Jack Frost.

How many stanzas are there in the poem? Which
stanza do you like best? Why?

LESSON CCLVII

A NUTTING PARTY

Tell of a nutting party you and some of your friends
had on a Saturday in November.

The following outline may help you :

- I. Preparation for the day.
 - Inviting friends.
 - Deciding upon the place.
 - Deciding upon the way to go.
 - Deciding upon the time of starting.
- II. In the chestnut woods.
 - Arrival.
 - Appearance of the forest.
 - The busy squirrels.
 - Success of the work.
- III. Lunch.
- IV. The joyful return home.

LESSON CCLVIII

DIFFERENT KINDS OF NUTS

What nuts grow near your home? Upon what do they grow? How do you gather them? What do you do with them after they have been taken from the trees or bushes?

How do squirrels gather and carry nuts? What places do they use for storehouses? If you have ever found one of these storehouses, tell the class of your experience.

Where do ground squirrels store nuts? What kind do they like?

Tell what you know of the blue jay as a hunter and eater

of nuts. Give any interesting experiences you have had watching birds and animals gathering and storing nuts.

Why is not the black walnut a favorite with nut-eating animals?

Which native nuts do you like best?

What nuts do you buy at the stores? Tell which ones you like, and why. Name the countries from which the foreign nuts come. Upon what do they grow? Imagine how far they have been brought across the seas.

Name some nuts that come from different parts of our own country. In what states do they grow? Which of them are cultivated? How are they cultivated?

LESSON CCLIX

THE ANT AND THE DOVE

Writing a Class Story

Read:

An ant fell into the water and was in danger of being drowned. A dove, flying by, saw the ant's danger. She dropped a leaf into the water. The ant climbed upon the leaf and safely drifted to the shore.

One day a bare-footed hunter went into the woods with his gun. He saw the dove perched on a limb, and raised his gun to shoot. The ant saw the dove's danger and bit the hunter's heel. He dropped his gun, and the dove escaped.

Study this fable carefully so that you will be able to write it in class.

What is the title of the fable? Explain the use of capitals.

Look at the first paragraph closely.

Why is "An" indented? Why does it begin with a capital? What is the first word of the next sentence? How is it written? What is the first word of the third sentence, and with what kind of letter does it begin? Explain why "The" begins with a capital. With what punctuation mark does each sentence close?

Study the second paragraph in the same way.

Notice that some of the sentences in these paragraphs have two parts, and that a comma separates the parts. Find and read these sentences.

Answer the following questions in class. There will be different ways of answering the same question; as the teacher and the pupils decide upon the best answer to each question, it may be written by all:

1. What once happened to an ant, and what was her danger? Who saw the ant's danger? What did she do? How did this help the ant?

2. Who came into the woods one day? What did he see and what did he do? Who saw the dove's danger, and what did she do? What did the hunter do, and what happened to the dove?

LESSON CCLX

CAREFUL SPEAKING

Sometimes people run *Let me* and *Give me* together and say "*Lemme*" and "*Gimme*." Read the following sentences often and carefully and be sure to pronounce the final consonant in *Let* and *Give*:

Let me open the door.
Let me carry the box.
Let me recite a poem.
Let me go to the circus.

Give me the ball.
Give me the book.
Give me the pencil.

Sometimes people pronounce *Let us* or *Let's* carelessly and say *Less*. Read the following sentences aloud several times, taking care to pronounce your words carefully:

Let us study now.
Let us sing our new song.
Let us make candy, please.
Let's cut the cake.
Let's give Mary a slice.
Let's read the first story.

Notice your speech and see that you do not use *Let me*, *Give me*, *Let us*, or *Let's* carelessly.



LESSON CCLXI

STUDY OF A PICTURE

Study the picture on the opposite page. It is a farm scene in France during the haying season. The people are called peasants.

How many peasants do you see? Notice how they are dressed. Tell where the man is and what he is doing. Where is the woman and what is she doing? What is the time of day? How do you know?

Study the background, or setting, of the picture: the fields, the horizon line where the village may be found. Tell what you think is beautiful about the scene.

Name the picture. Ask your teacher for the title given by the author and compare the two names.

LESSON CCLXII

DESCRIPTION OF THE PICTURE

You are now ready to describe the picture studied in the last lesson. Remember the importance of a good introduction to your subject. Describe the picture, using the following plan:

1. The haymaker at the right: where he sits and what he is doing. The woman at the left: her position and what she is doing; the interesting object on the ground at her feet; the dress of the two and what it shows.

2. The background or setting: piles of hay near by; the level fields; the horizon; ways in which the artist gave an idea of distance.

LESSON CCLXIII

BILLY BOB TAIL

A Story to Play

Read:

*Book:*¹ Billy Bob Tail was a poor boy who had no home and no friends. One day he started out to seek his fortune. As he went along, he met a cat, a dog, a cow, and a goat.

Cat: Where are you going, Billy Bob Tail?

Billy: I am going to seek my fortune.

Cat: May I go with you?

Billy: Yes, you may go with me; but take care. Don't scratch me.

Dog: May I go with you?

Billy: Yes, but don't bite.

Cow: May I go with you?

Billy: Yes, but don't hook me.

Goat: Please let me go, too.

Billy: Very well, but be careful not to butt. Come, friends, we must go into this dark forest to seek our fortunes. There may be danger ahead of us, but I am not afraid. I can whistle and throw stones. What can you do?

¹ Some child reads the parts assigned to "Book."

Cat: I can mew and scratch.

Dog: I can bark and bite.

Cow: I can moo and hook.

Goat: I can bleat and butt.

Billy: Then you need not be afraid. Follow me ; we shall overcome all enemies.

Book: They all went together into the forest, brave Billy Bob Tail leading the way. At nightfall they found a little house which sheltered a band of robbers. Billy whistled, and the robbers ran out to see what was wrong. Then such mewings and scratchings, barkings and bitings, mooings and hookings, bleatings and buttings there were ! The frightened robbers took to their heels, and ran away as fast as they could.

Dog: How fast they run !

Cat: What cowards they are !

Goat: They will never come back, I hope.

Billy: What good friends you were ! And we have found our fortunes ! Hurrah, hurrah !

All: Hurrah, hurrah !

— *Old Folk Tale.*

You may play this story. Choose the different characters and decide how each shall speak. Decide upon the places needed. After the play, talk it over. Tell what was done best and how the play could have been improved.

Then play it again and put in the suggested improvements.

LESSON CCLXIV

QUESTION — STATEMENT

Read :

Where are you going?

May I go with you?

What can you do?

All of these sentences ask something. What are they called?

Read :

I can mew and scratch.

I can bark and bite.

I can moo and hook.

All of these sentences tell or **state** something. These sentences, as you know, are **statements**.

With what kind of letter do statements and questions begin? What mark follows a statement? What mark follows a question?

Write in your notebooks :

A period follows a statement.

A question mark follows a question.

EXERCISE

Write four questions about the story.

Write four statements that answer these questions.
What mark will follow each question? each statement?

LESSON CCLXV

EXERCISES

I

Read the following questions and write the answer to each one :

Where do many birds go in autumn?

Which song bird do you like best?

What do pigeons eat?

Where do robins build their nests?

II

Write a question about each of the following things :

An airplane

A tank

A submarine

A machine gun

III

Write answers to the questions you asked.

LESSON CCLXVI

USE OF "MAY" AND "CAN"

Read the sentences in which the animals *asked permission* to go with Billy. With what word does each sentence begin?

May is used to ask *permission*.

Read the sentences in which Billy and the animals

told what they were able to do. What is the second word in each sentence?

Can is used to tell *that one is able*.

When do we use *may*? When do we use *can*?

Remember :

May asks or gives *permission*.

Can tells *that one is able*.

LESSON CCLXVII

EXERCISES

I

Write three sentences which ask permission to do certain things.

Write three sentences granting permission to do certain things.

Write four sentences telling some things you are able to do.

II

Copy the following sentences, filling the blanks with *may* or *can*:

1. — I make some candy?
2. You — play a game.
3. — we carry the flowers to mother?
4. The engine — draw a train of cars.
5. If we — finish our work in an hour, — we play ball?

LESSON CCLXVIII

SELECTIONS TO BE MEMORIZED

Copy in your notebook and memorize the following:

"I Can" is a worker, he tills the broad fields,
And digs from the earth all the wealth which it yields,
The hum of his spindles begins with the light,
And the fires of his forge are blazing all night.

— WILLIAM ALLEN BUTLER.

So nigh is grandeur to our dust,
So near is God to man;
When Duty whispers low, "Thou must,"
The youth replies, "I can."

— RALPH WALDO EMERSON.

LESSON CCLXIX

LOUISE AND HER QUESTIONS

For Reading

Read:

There was once a little girl who wished for nearly everything she saw. "Louise," said her mother one day, "your Aunt Alice and I are going to the city. I should like to have you go with us, but you always worry me when we go shopping by teasing me for things."

"Do I tease, mother?" asked Louise. "I didn't know it. If you will let me go to-day, I will promise not to do so."

"Very well," said her mother, "you may go on one condition. Aunt Alice will carry a notebook and pencil, and every time you tease for anything she will write it in her notebook. If you ask for six things, you must stay at home the next time I go to the city."

"All right, mother," cried Louise, clapping her hands with delight. "You will see that I can keep from teasing. I will not ask for more than two things, I am sure."

"We shall see," said her mother.

The first place they visited was a department store. These are the questions Louise asked there :

"May I have that pretty red cloak, mother?"

"May I have one of those wide sashes?"

"May I have that long feather for my hat?"

"May I have that pretty red dress with brass buttons?"

The next place they visited was a toyshop. As they entered, Louise caught sight of the dolls. Without thinking, she began to ask questions :

"May I have that doll that opens and shuts its eyes?"

"May I have that picture book?"

"May I have that doll carriage?"

"May I have this pretty hammock?"

"May I have this Shetland pony and one of those woolly lambs?"

Their last visit was to a candy store. The questions came out of Louise's mouth in a stream :

"May I have some of those chocolate creams?"

"May I have some of that pink twisted candy?"

"May I have one of those baskets of figs?"

"May I have some of these nuts?"

"May I have just one big orange?"

That evening, as father, Aunt Alice, Mother, and Louise sat around the cheery grate fire, her father asked, "Did my little girl remember not to tease to-day?"

"Perhaps I can answer that question better than Louise," said Aunt Alice; and, opening her notebook, she read the questions. Louise hung her head in shame, and said nothing.

After thinking the matter over for a few moments, her father said, "Of course you cannot go to town with your mother next Wednesday, for you asked many more than six questions. But you may go next Saturday; and if you begin to tease in any store, you must sit down in a chair and not leave it until mother is through shopping. She will come for you when she is through. What do you think of that plan?"

"It is a good plan, father," said Louise, in a low voice. "I will try not to ask questions, for I do not wish to tease."

Several times after this Louise had to sit in stores and wait for her mother, but she learned not to tease for things.

Tell this story to your mother and father.

EXERCISE

Read "Louise and Her Questions" again. Write on the board six of the questions Louise asked.

What rules do you know for writing questions?

With what word did each of her questions begin? Why did she use that word?

LESSON CCLXX

SENTENCES THAT EXCLAIM

Copy the following sentences which are in the story, "Billy Bob Tail":

What cowards they are!

What good friends you were!

What feeling did the cat have for the robbers? What did he exclaim?

What was Billy's feeling toward the animals? What did he exclaim?

Notice the punctuation mark which follows each exclamation. When a sentence is used to express strong feeling, it is always followed by an **exclamation point**.

Find another sentence in the story that expresses strong feeling.

Write two sentences of your own that express strong feeling.

Copy in your notebook:

When a sentence is used to express strong feeling, it is followed by an **exclamation point**.

Turn to the story, "The Endless Tale," and find other sentences that exclaim and ask questions, and notice the marks of punctuation.

Find in your reader sentences that exclaim.

LESSON CCLXXI

EXERCISE

Write several sentences that exclaim. You could make interesting sentences about the following topics :

The summer rain.

The angry sea.

The beautiful sunset.

The strong eagle.

The north wind.

The tiny sparrow.

A terrible fire.

A fragrant flower.

You might make several different sentences for each topic, as :

How angry the sea is !

What an angry sea there is to-day !

How the angry sea breaks over the boat !

LESSON CCLXXII

QUOTATIONS AND QUOTATION MARKS

Read :

"I can bark and bite," said the dog.

"I can mew and scratch," said the cat.

"I can moo and hook," said the cow.

"I can bleat and butt," said the goat.

Notice the ' marks before and after each quotation. As you know, these are quotation marks.

Write one of the sentences on the board and place the quotation marks where they belong.

What mark separates each quotation from the rest of the sentence?

Read.

"Your majesty, be merciful!" pleaded the ladies.

"Let me keep my head, O king!" prayed the story-teller.

"Why should you keep your head?" asked the king.

Notice that the first three questions express strong feeling and that each is followed by an exclamation point. The exclamation point is inclosed within the quotation marks.

Read the last quotation. Notice that it asks a question. What mark follows this quotation? By what is it inclosed?

Write these quotations upon the board. Be sure in each case to place within the quotation marks the exclamation point and question mark.

LESSON CCLXXIII

WRITING A STORY FROM A DIALOGUE

Read :

Tom: Guess what I have in my pocket.

John: I can't guess; tell me.

Tom: No, you will have to guess.

John: Well, then, who gave it to you?

Tom: No one gave it to me.

John: Where did you buy it?

Tom: I did not buy it.

John: How did you get it?

Tom: I found it.

John: How did it get into your pocket?

Tom: It just grew there.

John: Is it round?

Tom: Yes, it is round.

John: Is it a ball?

Tom: No, it is not a ball.

John: Can you spend it?

Tom: No, I cannot spend it. It is not money.

John: Is it good to eat?

Tom: No, I cannot eat it.

John: What is it good for?

Tom: It is not good for anything.

John: I don't believe you have a thing in your pocket.

Tom: Yes, I have, too!

John: Will you give it to me if I guess it?

Tom: It won't come out of my pocket.

John: I can't guess what it is.

Tom: Do you give it up?

John: Yes. What is it?

Tom: It is a hole.

In the story two people are speaking to each other,

but the words of each are not inclosed within quotation marks. The name of the person speaking is written before his words. A story written in this form is called a *dialogue*.

Write the dialogue in story form. You might begin in this way :

One day Tom met John on the street. He said, "Guess what I have in my pocket."

John said, "I can't guess. Tell me."

Tom said, "No, you will have to guess."

Finish this story. Remember to put quotation marks around each quotation. Notice that some of the sentences are followed by question marks, and one is followed by an exclamation point. Where will the quotation marks be placed in those sentences?

Close your story with a sentence telling how John felt when he learned the joke and what he did as he walked away.

LESSON CCLXXIV.

SENTENCES THAT COMMAND

Billy Bob Tail said :

Don't scratch me.

Don't hook me.

Follow me.

These sentences **command**. Find another sentence in "Billy Bob Tail" that **commands**. With what kind of letters do commands begin? What mark follows a command?

The goat said, "Please let me go, too." This is a **request**. Make a sentence that **requests**.

Write in your notebooks :

A period follows a sentence that commands or requests.

EXERCISES

I

Write four commands that you might use in teaching your dog tricks.

II

Write four requests you might make of your father or mother.

LESSON CCLXXV

AN INTELLIGENT DOG

Writing a Class Story

Read :

A wagon once ran over a large Newfoundland dog and injured one of his paws. The poor animal was in great pain. A blacksmith took him to his shop and dressed the wound. The dog limped home, and in a few days was quite well.

Months went by, and the blacksmith had almost forgotten the incident. One day the Newfoundland dog came into the shop, leading a dog by the ear. The second dog had had his paw hurt, too, and the Newfoundland dog had brought him to his old friend, the blacksmith. The Newfoundland dog's faith in the blacksmith was rewarded, for the second dog was cured, also.

Write a class story, with your teacher's help. The following suggestions may help you :

1. What happened to the Newfoundland dog; what the blacksmith did; the result.
2. What happened months later; the result of the dog's visit.

LESSON CCLXXVI

STUDY OF A PICTURE

The picture on the opposite page represents a country scene in France in harvest time. How many peasants are there in the group? Where are these peasants at work, and what have they been doing? At what are they looking? Who do you think saw the balloon first? Give a reason for your answer. Observe and tell the position of each person.

What is the center of interest? Where is this object shown? What do you think would be a good name for the picture? Ask your teacher for the name given by



the artist. Some people call this picture "The Hay Makers." Why is the artist's name better?

Study the lights and shadows, and observe how clearly these make the different members of the group stand out. Where does the sun seem to be?

Study the background: the tall clumps of trees toward the left; the hill country rising beyond the hayfield; the broad stretch of sky meeting the hills on the horizon line. All of these details make the picture one of unusual beauty. Tell what you particularly like about it.

Study the picture carefully, and play, or pantomime, the group of peasants watching the balloon.

LESSON CCLXXVII

STORY FROM THE PICTURE

You can tell an interesting story about the picture you have just studied.

Tell a story about "The Balloon," from your own plan or from the one given below:

1. The Ettienne family at work in the field; what they brought with them; the kind of work each did.
2. Discovery of the balloon by little Pierre; his excitement; the father's explanation.
3. A package dropped from the balloon; what it contained, and what the children did with it.

LESSON CCLXXVIII

BALLOONS

The balloon in the picture was an old-fashioned balloon and of little use. The modern balloon, unlike the old, has come to be very useful. Find out all you can about the shapes and uses of modern balloons. There are many things to tell about their use in the World War.

LESSON CCLXXIX

CHRISTMAS EVERYWHERE

Study of a Poem

Read :

Everywhere, everywhere, Christmas to-night !
Christmas in lands of the fir tree and pine,
Christmas in lands of the palm tree and vine,
Christmas where snow peaks stand solemn and white,
Christmas where corn-fields lie sunny and bright !

Christmas where children are hopeful and gay,
Christmas where old men are patient and gray ;
Christmas where peace, like a dove in its flight,
Broods o'er brave men in the thick of the fight ;
Everywhere, everywhere, Christmas to-night.

For the Christ Child who comes is the Master of all,
No palace too great and no cottage too small.

— PHILLIPS BROOKS.

Bring to class a picture that the second line describes; a picture the third line describes; one described by the fourth line; by the fifth line.

Which lines do you like best?

Learn the poem so that you can recite it at Christmas.

LESSON CCLXXX

A JOURNEY

Think of countries in the different lands mentioned in the poem and decide to which one you would like to go. Turn to your geography and trace on the map the route you would take to reach the place. Find out all you can that is interesting about this country, and make a report to the class.

Tell:

Where you wish to go; how you would make the journey; and what you expect to see when you reach the country.

LESSON CCLXXXI

WORD STUDY

Re-read "Christmas Everywhere."

What kind of climate would one find in the lands spoken of in the second line? in the third? in the fourth? in the fifth? You can use many words in describing the climate of a place. Some of them are:

pleasant	cold	hot
moderate	frigid	torrid
temperate	Arctic	tropical

Use some of these words in describing the climate of your section of the country, or of some places of which you have read. For instance, you might say :

The climate of Iceland is frigid.

The climate of Ecuador is tropical.

Think of words to use in describing the weather. Can you use words in the above list?

Write three or four sentences which describe the weather where you live, or in places you have visited.

LESSON CCLXXXII

DESCRIPTIONS

Describe some gift you have recently received so clearly that your classmates can guess what it is.

A boy once gave this description of a birthday present he received, and it took his classmates a long time to guess what the gift was. See if you can guess it :

I received several presents on my birthday, but the gift I liked best of all was a piece of paper containing writing and print. On it were my name and another person's. There were figures on it, too. What was the gift?

LESSON CCLXXXIII

THE BLIND MEN AND THE ELEPHANT

For Reading

Read :

It was six men of Indostan,
To learning much inclined,
Who went to see the elephant,
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The first approached the elephant,
And, happening to fall
Against his broad and sturdy side,
At once began to bawl :
“God bless me ! but the elephant
Is very like a wall !”

The second, feeling of the tusk,
Cried : “Ho ! what have we here,
So very round, and smooth, and sharp?
To me 'tis mighty clear,
This wonder of an elephant
Is very like a spear !”

The third approached the animal,
And, happening to take
The squirming trunk within his hands,

Thus boldly up and spake :
"I see," quoth he, "the elephant
Is very like a snake !"

The fourth reached out his eager hand,
And felt about the knee.
"What most this wondrous beast is like,
Is mighty plain," quoth he ;
"'Tis clear enough the elephant
Is very like a tree !"

The fifth, who chanced to touch the ear,
Said : "E'en the blindest man
Can tell what this resembles most :
Deny the fact who can,
This marvel of an elephant
Is very like a fan !"

The sixth no sooner had begun
About the beast to grope,
Than, seizing on the swinging tail
That fell within his scope,
"I see," quoth he, "the elephant
Is very like a rope !"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion

Exceeding stiff and strong,
Though each was partly in the right
And all were in the wrong!

— JOHN G. SAXE.

Imagine the blind men standing beside the elephant and feeling it with their hands. Tell what part of the elephant each one touched and what each said. Why did the men make these mistakes?

Perhaps your teacher will let you play this story. Use a large picture of an elephant in your play. Each player should touch the part he is talking about.

LESSON CCLXXXIV

A GAME

Description

The teacher blindfolds two children and has each in turn describe, from touch, some object placed in his hand. The children at their desks decide which pupil gave the better description.

LESSON CCLXXXV

AN EXERCISE

Think of an elephant and of how you would try to describe him to some one who had never seen the animal

and wished to know how it looks. Be sure that what you say applies only to an elephant, and not to any large animal with four legs.

Listen carefully while other children describe an elephant and decide whether their descriptions apply only to the elephant.

LESSON CCLXXXVI

THE KNIGHTS AND THE SHIELD

For Reading

Read :

A long time ago, a statue of the Goddess of Victory stood at a point where four roads met. The tall figure held a spear in one hand ; the other hand rested upon a shield. This shield was finely wrought, one side in gold and the other in silver.

Now it happened on a day that two knights, one clad in black, the other in white, came riding from opposite directions. They reached the statue at the same time and both stopped to admire the beauty of the figure and to read the words on the shield.

After a few moments the Black Knight said, "This golden shield —"

But the White Knight interrupted him : "Golden shield ! why, if I have eyes, it is silver !"

"You have eyes, but cannot see," replied the Black Knight. "The shield is gold."

"I can see that this shield is silver!" said the White Knight angrily. "Would anybody dare to expose a golden shield upon a public highway? Even a silver one might be a strong temptation for some people who pass this way."

The Black Knight did not like the manner in which this was said, and his reply was not gentle. The dispute became an angry one and quickly ended in a challenge. The knights rode back some distance. Then turning and couching their spears, they rushed at each other with such force that both were unhorsed. As they lay on the ground, stunned and bleeding, a wise physician came by. With healing balms he revived them; then he asked the cause of their quarrel.

The Black Knight spoke first. "This man declares that yonder shield is silver," he said.

"He says it is gold!" cried the White Knight.

The wise physician sighed. "You are both right, friends, and you are both wrong. There are always two sides to a shield. If either of you had taken the trouble to look at the other side, this bloodshed might have been spared. But the evil that has come to you should teach you a lesson: Never begin a quarrel until you have looked on both sides."

Read the story carefully and be ready to tell it in class.

What lesson does one learn from the story?

Give the White Knight's reason for thinking the shield could not be made of gold.

What word is used instead of *putting in place*? What word is used instead of *ointments*?

People often use the expression, "There are always two sides to a shield." Tell what you think it means.

LESSON CCLXXXVII

SOUNDS HEARD ON A WINTER NIGHT

Read :

In winter nights, and often in winter days, I heard the melodious note of a hooting owl. I seldom opened my door in a winter evening without hearing it : *hoo hoo hoo, hooser hoo*, sounded sonorously, and the first three syllables accented somewhat like *how der do*; or sometimes *hoo hoo* only.

About nine o'clock one night near the beginning of winter, I was startled by the loud honking of a goose, and, stepping to the door, heard the sound of wings like a tempest in the woods, as a flock of geese flew low over my house. They passed over the pond toward Fair Haven, seemingly prevented from settling by my light, their leader honking all the while with a regular beat. Suddenly an unmistakable cat-owl from very near me, with the most harsh and tremendous voice I ever heard from any inhabitant of the woods, responded at regular intervals to the goose, as if determined to expose and disgrace this intruder from Hudson's Bay by showing a greater compass and volume of voice in a native, and thus *boo-hoo* him out of Concord horizon. It was one of the most thrilling discords I ever heard. And yet, if you had a sharp ear, there was in it a concord as well.

I also heard the whooping of the ice in the pond, my great bed-fellow in that part of Concord, as though it were restless in its bed and wished to turn over, being troubled with bad dreams; or I was waked by the cracking of the ground by the frost, as if some one had driven a team against my door, and in the morning would find a crack in the earth a quarter of a mile long and a third of an inch wide.

Sometimes I heard the foxes ranging over the snow crust in moonlight nights, in search of a partridge or other game, barking like forest dogs, and as if laboring with some anxiety. Sometimes one came near to my window, attracted by my light, barked a curse at me and then retreated.

ADAPTED FROM HENRY D. THOREAU'S *Walden*.

Tell what sounds Thoreau heard at night.

What do these things tell you about Thoreau's ears?

LESSON CCLXXXVIII

USING EYES AND EARS

I

Each of you may look out of the window and then make up a story about something you saw. You might see a peculiar-looking wagon go by. If so, tell where you think it is going. If you see an organ-grinder, tell to what country he belongs, where you think he lives, and something else suggested by his appearance.

II

Tell of some interesting thing you saw on your way to school. Perhaps you saw something amusing, or perhaps it was sad.

III

Your teacher will let all of you sit perfectly quiet for a few moments. When the time is up, make a list of sounds you heard. Some of the sounds you hear may suggest a story.

LESSON CCLXXXIX

WORD STUDY

Read :

1. I heard the melodious note of a hooting owl.
2. I was startled by the loud honking of a goose.
3. I heard the sound of wings like a tempest in the woods.

In the first sentence there is a word used to show that the owl's note was *musical*. Other words which have nearly the same meaning are : *sweet, tuneful, harmonious, songful*. Could they be used in the sentence? What word could you use instead of *note*?

Other words that could be used instead of *startled*, in the second sentence, are : *surprised, charmed, frightened*. Do any of these words express the meaning conveyed in the sentence?

Are there any other words you can use instead of *honking?* of *tempest?*

Make a list of the words that have nearly the same meaning as the following words :

melodious startled honking tempest

Write sentences using these words. Remember to use all new words often in your conversation.

LESSON CCXC

STUDY OF THE MOCKING BIRD

Read :

The mocking bird is about the same length as the robin, from bill to tip of the tail, but is slenderer. It is of a slaty-gray color, with white spots on wings and tail. Its bill is long and slender, like that of all insect-eaters.

This bird has a song of its own, which is not particularly musical; its chief charm lies in its power to imitate the sounds made by other birds and by other creatures besides. One is frequently deceived by these sounds into thinking that some bird other than the mocking bird is singing or calling. Even Bobwhite, the great whistler, cannot make his own notes clearer than they are made by this splendid imitator with keen ears and a fine voice.

The mocking bird's nest is made of sticks, grass, and pieces of string, and is not very well built. The mother bird usually

lays four eggs before beginning to brood. Favorite nesting places are holly trees, fruit trees, and tall shrubbery near houses, for the mocker is inclined to be sociable.

The mocking bird feeds on fruit and insects, paying for the fruit by destroying many enemies of trees and vines. When winter approaches, instead of migrating, the mocking bird changes its food habits. Grain and the seeds of many weeds are then consumed until spring returns once more with the food the bird most enjoys.

The mocking bird not only likes to build near the homes of people, but it is of a friendly disposition generally, and is a great favorite throughout the South.

Notice that in the above description the five paragraphs tell the following things about the mocking bird :

1. Its appearance.
2. Its song and imitations.
3. Its nest.
4. Its food.
5. Its disposition.

EXERCISES

I

Describe the mocking bird, following this outline.

II

Following the plan used in describing the mocking bird, describe some other bird that builds near your school or home.

LESSON CCXCI

PROTECTION OF SONG-BIRDS

Name some of the common song-birds. Describe the colors of one or two of those you know best. These birds not only give us pleasure by means of their music and beautiful colors, but they are of great service to the farmer, the gardener, and the fruit-grower. How do they show their usefulness?

What enemies have mocking birds, robins, orioles, catbirds, wrens, and other bird neighbors? Suggest some means that we might employ to protect them from these enemies.

Birds sometimes have to fly long distances for water. How may we easily supply them with baths and drinking water near home? How should these watering places be protected from robber cats and squirrels? Birds prefer shallow water and convenient perching places. What suggestions can you give regarding such places?

Sometimes because of dry weather or for other reasons the food supply of birds fails. Suggest means of supplying food to some birds whose favorite foods you know. Watch them, and find out other things they eat and how they obtain this food.

What trees and vines could you plant near your homes to encourage these bird neighbors?

EXERCISES**I**

Write a paragraph on "Protection of Song-birds."

II

Write the following stanza from memory :

God sent his singers upon earth
With songs of gladness and of mirth,
That they might touch the hearts of men
And bring them back to heaven again.

— HENRY W. LONGFELLOW.

LESSON CCXCII**TELLING SHORT STORIES**

Read the following suggestions and tell a short story about each one :

1. Tom looked up from the book he was reading one day and saw a monkey sitting outside on the window sill. What did he do? What did he discover?

2. On the way home from school a girl found something which she carefully covered with her handkerchief and carried home. What did she find? What happened?

3. Jack climbed a tree one day and was surprised to see a pocket knife sticking in one of the branches. He found the owner later, and learned how the knife happened to be left in the tree. Tell how he found out.

LESSON CCXCIII

CAREFUL SPEAKING

The following are a few of the common mistakes in pronunciation :

Omission of the final *t* in such words as *kept* and *slept*.

Slurring or omission of a sound in a word, as the *l* in *help*.

The use of a wrong sound, as *kin* for *can*; *tin* for *ten*; *cint* for *cent*; *ketch* for *catch*.

There are many other errors in pronunciation. Study the following list of words with your teacher's help and find out how each word should be pronounced; then read the whole list distinctly and correctly :

kept	cent	dog	why
slept	fence	hog	wheel
get	sense	tin	can
pen	just	since	any
ten	shut	catch	many

Sometimes children have broken themselves of bad habits of speech by forming a "Good Speech Club." Members of the club usually make a list of the words most frequently mispronounced, or misused, by all of them, and promise to try to use the words correctly. Frequently one who is caught in a mistake (or who reports himself) pays a fine. You might form such a club in your school.

LESSON CCXCIV

LITTLE BELL

Study of a Poem

Read :

Piped the blackbird on the beechwood spray :
"Pretty maid, slow wandering this way,
What's your name?" quoth he —
"What's your name? Oh, stop and straight unfold,
Pretty maid, with showering curls of gold." —
"Little Bell," said she.

Little Bell sat down beneath the rocks,
Tossed aside her gleaming golden locks,
"Bonny bird," quoth she,
"Sing me your best song before I go."
"Here's the very finest song I know,
Little Bell," said he.

And the blackbird piped ; you never heard
Half so gay a song from any bird ; —
Full of quips and wiles,
Now so round and rich, now soft and slow,
All for love of that sweet face below,
Dimpled o'er with smiles.

And while the bonny bird did pour
His full heart out freely o'er and o'er,

'Neath the morning skies,
In the little childish heart below,
All the sweetness seemed to grow and grow,
And shine forth in happy overflow
From the blue, bright eyes.

Down the dell she tripped; and through the glade
Peeped the squirrel from the hazel shade,
And from out the tree
Swung and leaped and frolicked, void of fear,
While bold blackbird piped, that all might hear,
"Little Bell!" piped he.

Up, away, the frisky squirrel hies,
Golden woodlights glancing in his eyes;
And adown the tree, great ripe nuts, kissed brown by July
sun,
In the little lap dropped one by one.

Hark! how blackbird pipes to see the fun!
"Happy Bell!" pipes he.
Little Bell looked up and down the glade:
"Squirrel, squirrel, if you're not afraid,
Come and share with me!"
Down came squirrel, eager for his fare,
Down came bonny blackbird, I declare!
Little Bell gave each his honest share;
Ah, the merry three!

And the while these frolic playmates twain,
Piped and frisked from bough to bough again,
 'Neath the morning skies,
In the little childish heart below,
All the sweetness seemed to grow and grow,
And shine out in happy overflow
 From her blue, bright eyes.

By her snow-white cot at close of day,
Knelt sweet Bell, with folded palms, to pray :
 Very calm and clear
Rose the praying voice to where, unseen,
In blue heaven, an angel shape serene
 Paused awhile to hear.

"What good child is this," the angel said,
"That, with happy heart, beside her bed
 Prays so lovingly?"
Low and soft, oh ! very low and soft,
Crooned the blackbird in the orchard croft,
 "Bell, dear Bell !" crooned he.

"Whom God's creatures love," the angel fair
Murmured, "God doth bless with angel's care ;
 Child, thy bed shall be
Folded safe from harm. Love, deep and kind,
Shall watch around, and leave good gifts behind,
 Little Bell, for thee."

— THOMAS WESTWOOD.

Why was the little girl shielded from all harm?

Read the first stanza and find words used instead of *tell immediately*; *thick*, *wavy curls*. What words tell how the little girl walked?

In the third line of the third stanza the poet tells that the bird's song is full of all kinds of *odd* and *enchanted notes*. What words does he use?

In the sixth stanza what word is used instead of *goes*? How does the poet tell us that the squirrel's eyes are full of *golden brown light*?

Look in the seventh stanza for a word used instead of *an open space in the forest*; instead of *gay*.

Read the eighth stanza. In speaking of the playmates, the poet uses other words instead of *playful* and *two*. What are they?

Find all of the words in the poem which are used instead of *said* or *asked*.

There are many beautiful expressions in "Little Bell." Tell which you like best.

LESSON CCXCV

SELECTIONS TO BE MEMORIZED

Copy and memorize the following selections:

He prayeth well who loveth well
Both man and bird and beast.

He prayeth best who loveth best
All things both great and small ;
For the dear Lord who loveth us
He made and loveth all.

— SAMUEL TAYLOR COLERIDGE.

All things bright and beautiful,
All creatures great and small,
All things wise and wonderful,
The Lord God made them all.

— CECIL F. ALEXANDER.

What is the thought in the two selections? Where
else have you found the same thought?

Write the last stanza from memory.

LESSON CCXCVI

USE OF "ITS"

Read :

1. The blackbird sang a gay song.
2. Its song was rich and soft.
3. The squirrel had bright eyes.
4. Its eyes were filled with golden woodlights.

In the second sentence *its* is used to show possession.
Notice that the apostrophe is not used.

Find another sentence in which *its* shows possession.

Write six sentences in which you use *its* correctly.



THE FERRYMAN'S DAUGHTER

LESSON CCXCVII

STUDY OF A PICTURE

Look at the picture and study it carefully. A ferry suggests a river. Can you see both banks of this stream? Which way is the boat moving? How does the ferryman's daughter manage the boat? Would you judge the stream to be deep or shallow? Why? Toward which shore is the boat moving? How do you know?

Notice what grace and strength the girl shows as she pushes the boat with the long pole. Notice also how sure of herself she seems to be, as if she had made such journeys back and forth many times.

Compare the boat with that seen in "Return to Port." Which is the easier to manage? Why? What else do you observe about the boat?

What is there in the picture that makes it beautiful? Before answering, study the girl and the way she stands guiding and poling the graceful boat. Look at the sweep of the river around the bend, and the heights of the opposite shore. Notice how each detail improves the whole scene, and how the girl in the boat, with all these peaceful and beautiful surroundings, makes a picture that we enjoy and wish to study frequently.

Tell what you like best about the picture. Bring a similar picture to school.

LESSON CCXCVIII

DESCRIPTION OF THE PICTURE

Give a word picture of "The Ferryman's Daughter." Think clearly and use the best and most beautiful language within your power. You may describe the setting of the picture first, and then the graceful figure in the slender boat; or describe the principal objects first, and then give the details. Think of an attractive opening sentence.

LESSON CCXCIX

THE FOUR FRIENDS

For Reading

Read :

The elephant, the bear, the rabbit, and the bumblebee were such close friends that they always went together. One day they set out on a long journey. After plodding along the dusty highway for a while, the elephant trumpeted, "I wish we had an automobile."

"An airplane would suit me better," buzzed the bumblebee. "Would you ride with me in an airplane, friend rabbit?"

"Gladly," said the rabbit, sneezing. "I should much prefer to sail through the air like a cloud than hippity-hop down here in the heat."

"Would you go with me?" the bumblebee asked the bear.

"No," growled the bear; "there is no honey in the air. I prefer to ride in an automobile to the forest."

"I think I'll order an airplane," said the bumblebee.

"To whom will you write for your airplane?" asked the rabbit.

The bee replied, "I will address my letter to

THE WAR DEPARTMENT,
Washington,
D. C.

They have airplanes there."

"I will write for an automobile," said the elephant. "I will write to

MR. HENRY FORD,
Detroit,
Mich.

He makes automobiles.

"How shall we head the letter?" asked the bumblebee.

"I don't know where we are, or what day it is."

"We are not far from a city, and to-day is June 20," said the bear.

"What city?" asked the bumblebee in excitement; he had never seen a city.

"Indianapolis, Indiana," replied the bear, calmly. "Put that in the heading of your letter. Be sure to write the date, too."

The elephant, taking paper and a fountain pen from his coat pocket, sat down on a rock and wrote the following letter:

Indianapolis, Ind.,

June 20, 1919.

DEAR MR. FORD:

Please send me without delay your largest and strongest automobile. I need a strong one, for I weigh nearly eight tons.

Yours in haste,

JUMBO.

The bumblebee then borrowed the elephant's fountain pen and ordered an airplane. The rabbit hopped away to the nearest post box and mailed the letter. He soon returned, mopping his face with the silk handkerchief his wife had given him.

"While we wait," yawned the bear, "we might as well tell a story to pass the time."

"Better than that," said the rabbit, with a smile, "let us read a story. Here is a copy of 'Alice in Wonderland,' written by Lewis Carroll. You have a good voice, friend bumblebee; please read us 'The Mock Turtle.'"

"Yes, do!" exclaimed the elephant, who was very fond of stories. The bumblebee took the book with a hum, and the friends seated themselves in the shade to enjoy the story.

When "The Mock Turtle" came to an end, the rabbit called for the story of the "March Hare," who was quite mad. This story always made him sad, for he was related to the hare and feared that his turn might come next. Before the second story was ended, the rabbit rose suddenly, and pointed excitedly at something approaching.

Complete the story of the four friends. See which one of you can write the most interesting ending.

LESSON CCC

WRITING LETTERS

Your teacher may divide the class into three groups. The children in one group may write the letter the bumble-bee might have written ordering his airplane; the children in the second group may write Mr. Ford's reply; those in the third group may write the reply the bumblebee received from Washington.

LESSON CCCI

CAREFUL SPEAKING

Study the words given below and learn the correct pronunciation of each. Then read the entire list:

yellow	enlarge	Indian	pitcher
fellow	embroider	bury	elm
window	across	century	film
reading	figure	entertain	yesterday
writing	often	picture	drowned

LESSON CCCII

A RAIN SONG

Use of "It's"

Read:

It isn't raining rain to me,
It's raining daffodils;

In every dimpled drop I see
Wild flowers on the hills;
The clouds of gray engulf the day,
And overwhelm the town;
It isn't raining rain to me,
It's raining roses down.

It isn't raining rain to me,
But fields of clover bloom,
Where any buccaneering bee
May find a bed and room;
A health, then, to the happy,
A fig to him who frets!
It isn't raining rain to me,
It's raining violets.

— ROBERT LOVEMAN.

Some little child has been complaining about the rain; he sees nothing but the rain. The poet sees more beautiful things than water-drops; he sees what the rain brings. What beautiful flowers does the poet see? What word does the poet use for *robber* bee?

Read the second line of the first stanza. For what two words does *it's* stand? What mark shows that a letter is left out? Give the two words.

In what other lines do you find *it's* standing for two words? Read the lines and give the two words for which *it's* stands. What shows that a letter is left out?

Write six sentences using *it's* correctly.

Write in your notebook :

It's is a contraction, standing for *it is*. The apostrophe shows that a letter is left out.

LESSON CCCIII

A STORY SUGGESTED BY THE POEM

The boy was unhappy. Perhaps he had planned to go fishing. He had to give up his plan on account of the rain and make other arrangements for the day. What plan did he make? How did he carry it out?

Write a short story about the boy's disappointment. Use the following topics :

1. The disappointment.
2. The new plan.
3. How it was carried out.

LESSON CCCIV

USE OF "ITS" AND "IT'S"

A Review

Fill the blanks in the following sentences with *it's* or *its*:

1. Spring is growing up, and — a pity.
2. The yellow chestnut pouts — great brown buds.
3. — never too late to mend.

4. The rabbit ran from — shadow.
5. — a shame !
6. Hiawatha learned of every bird — language.
7. — a long lane that has no turning.
8. The bird sang — happy song.

LESSON CCCV

A STORY FROM SUGGESTIONS

Imagine yourself free to go fishing, and plan a story to tell your classmates about "A Day's Fishing." Try to make every part of the story interesting. The following suggestions may help you :

1. Preparation.
2. Experience in fishing.
3. The lunch.
4. Return home.

LESSON CCCVI

THE VALLEY

Study of a Poem

Read :

Round the beautiful valley,
Towering aloft to the sky,
Stand the mountains like giants,
Grim and rocky and high.

Over their heads so hoary
Clouds in summer go
Like ships on a quiet ocean,
Sailing steady and slow.

Into the beautiful valley
The winter night came down,
On forests silent and leafless,
On mountains gloomy and brown.

When lo! in the early morning
Gray with the struggling light,
The beautiful valley was folded
In a mantle of spotless white.

No print of wandering footsteps,
No stain on its whiteness lay;
And the leafless trees of the forest
Were fairer than orchards in May.

Imagine yourself in this valley, with the mountains "towering" or reaching toward the sky. What would you see overhead? What would you see on every side?

Which stanzas describe a summer scene in the valley? Which stanzas describe a winter scene?

What word does the author use to tell that the mountains look *severe* as they stand round the valley?

If the summer clouds sail "like ships on a quiet ocean," what kind of day must it be?

How are we told that no person has walked abroad after "the winter night came down"?

What effect did the snow have on the trees?

If you were asked to read this poem aloud, what kind of tone would express the quietness and stillness and beauty of the distant mountain scene? Practise reading "The Valley" until you feel that you have succeeded in giving it as well as you can.

Copy the poem in your notebook, and be ready to recite it in class.

LESSON CCCVII

GRACE DARLING

A Story to Tell

Read:

Grace Darling's father was the keeper of a lighthouse on an island near a dangerous, rocky shore on the southeast coast of Scotland. She helped her father take care of the great lantern that shed its light across the water to warn all ships to beware of the rocks and steer a course farther westward. She often helped row the life boat to the mainland to get supplies of food for the family and oil for the light. In this way, Grace soon learned to row and steer a boat as well as her father, and she was ready to lend a hand whenever it was necessary.

One autumn day a terrible storm arose. The wind blew with great fury, driving the waves high up against the lighthouse tower. The spray at times dashed over the top and

dimmed the friendly light. While the storm was at its height, Grace heard a signal of distress. She listened with a beating heart. Soon there came another booming sound, and still another. Grace ran to her father with the cry that a ship had been driven upon the rocks, begging him to launch the life boat and row to the rescue. Mr. Darling hesitated at first, believing that the boat could not live in the angry sea; but he finally consented to make the effort.

Together the two launched the boat, although the wind and water almost tore the clothes from their bodies. Each took an oar, and, bravely working together, rowing with all their strength, they finally succeeded in reaching the scene of the wreck. The ship had been broken in pieces, and a part had disappeared. A few storm-drenched and shivering sailors still clung to the remains of the wreck, and their joy at beholding the approaching boat was beyond words. By using the life line, Grace and her father succeeded in bringing the exhausted men to the boat. The toilsome battle with wind and waves and the labor of rescuing the sailors were a great strain upon the strength and endurance of the keeper and his daughter, but they finally arrived at the lighthouse with the suffering men and landed them safe within its sheltering walls.

Without pausing for food or rest, Grace attended to the needs of the half-conscious men and made them comfortable. She nursed them back to strength and they were soon able to return to their work once more. You may be sure they admired the courage and unselfishness of the young girl who saved them from death, and that before they left they did not



fail to express their gratitude. The news of Grace Darling's brave deed soon spread, and she received many letters and visits from famous people. At her death her friends placed a marble monument over her grave, showing a young girl with an oar in her hand in the act of rowing a life boat.

Tell the story of Grace Darling in school and at home.

LESSON CCCVIII

STUDY OF A PICTURE

Study the picture, "Grace Darling."

Notice the life boat in which the two rowers sit. How much of it can be seen? Where does the girl sit? With which oar is she rowing? Where does the man sit, and which oar does he use?

Where in the picture is the wrecked vessel? What do you see in the bow of the life boat that will be used to rescue the sailors?

Notice the sky. How does it appear? How does the artist show that a heavy wind is blowing?

LESSON CCCIX

DESCRIPTION OF THE PICTURE

Think of an interesting way to introduce what you have to say, and describe the picture, using this plan :

1. The two in the life boat : where each sits ; what each is doing ; the effects upon the rowers of the wind and waves.
2. The setting of the picture : the stormy sea ; the angry sky, with light breaking through the clouds ; the wreck.

LESSON CCCX

WRITING A CLASS STORY

You are now ready to write a class story about the brave girl, Grace Darling. The following suggestions will help you :

1. Who Grace Darling was ; where she lived ; what she did to help her father ; how she learned to manage a life boat.
2. The autumn storm with its fierce wind and high waves ; effect upon the light at the top of the tower ; the sounds Grace heard ; her appeal to the father ; his final decision.
3. The dangerous journey to the wreck ; what father and daughter discovered ; the rescue ; the return made with great difficulty by the two exhausted rowers.
4. Care of the shipwrecked people ; their recovery and gratitude ; spread of the news of Grace's deed ; result.

LESSON CCCXI

WORD STUDY

Find in the following sentences the words which are used in speaking of *groups* of things :

Grace Darling saw ships sailing by in *fleets*. She saw *flocks* of gulls. She saw of fish. She saw *crews* of sailors.

Here are other *group* words. Use them in sentences :

A cluster of grapes

A mass of clouds

A drove of horses

A bevy of girls

A brood of chickens

A swarm of bees

LESSON CCCXII

THE BRAHMAN AND THE TIGER

For Reading

Read :

Once upon a time a tiger was caught in a cage. He tried to get out through the bars, but they were too close together. This made him very angry. While he rolled and bit with rage a poor Brahman came by.

"Let me out of this cage, good Brahman. Do let me out!" cried the tiger.

"Oh, no!" replied the Brahman. "If I do, you will eat me."

"Not at all!" cried the tiger. "How can you think such a thing of me? Let me out! Do let me out! I will thank you forever; I will stay with you always and be your slave."

The tiger sighed and wept and threw himself against the bars of the cage. The good Brahman felt so sorry for the beast that at last he opened the door. Out sprang the tiger and seized the man. "How foolish you were to let me out!"

he cried. "I have been in that cage a long time and I am so hungry that I will eat you."

The Brahman was terribly frightened. "Give me a little time," he begged. "Let us talk this over. I think you are treating me most unfairly. Is this the way to repay kindness? There is a village just beyond; let us go there and find three men. We will tell them the story and let them decide."

"No, indeed!" said the tiger. "I seldom go to the village by day. And why should men decide? They are often foolish, as no doubt you know by this time. But I will agree to this: you may walk down the road and choose three things that you see on the way. Tell them what has happened, and ask them whether I am more unjust than men. Then you must come back to the cage and tell me what the three said. I will do as they decide."

The Brahman agreed to this and walked along until he came to a Fig Tree, to which he told his story. "Now, has the tiger treated me fairly?" he asked. "Is that the way to reward my kindness?"

"Why do you complain?" asked the Fig Tree, looking at him coldly. "Just see how I am treated. I give food and shelter to every one that passes by; but what do I get in return? Men tear down my branches to feed their cattle. The tiger is treating you as well as men treat me."

The Brahman, sad at heart, went on until he saw a buffalo. One end of a long pole was tied over the buffalo's head, the other was fastened to the upright axle of a great wheel. All

day long the buffalo had to go round and round, turning the heavy wheel of the well that watered the fields. The Brahman told his story to the buffalo. "Am I not treated very badly?" he asked. "Is it right for the tiger to reward my kindness in this way?"

"You are foolish to expect anything better," said the buffalo. "Look at me! While I gave milk, men fed me on cotton-seed and oil-cake. Now that I am old, what do they do? They yoke me here to turn the heavy well-wheel all day long, and they feed me on scraps. The tiger treats you as well as men treat me."

The Brahman was most unhappy. "I have one more chance," he said, "but I will go no farther. I will ask the Road." So he told his story to the road.

"My dear sir," said the Road, "you do not know men as well as I do. Here am I, useful to every one: rich and poor, great and small, use me day after day. What do they give me in return? Nothing but the ashes of their pipes and the husks of their grain."

"I may as well go back," said the Brahman, "and let the tiger eat me."

But on the way he met a jackal. "What is the matter?" asked the jackal. "You look unhappy." Then the Brahman told him all that had happened.

"I don't understand you," said the jackal. "Tell it all over again. It seems mixed up to me."

The Brahman told it all over again, but the jackal shook his head. He did not seem to understand. "It is very odd,"

he said sadly ; "it goes in at one ear and out at the other. Let us go to the place where the thing happened. Then, perhaps, you can make me understand."

So they returned to the cage where the tiger waited for the poor Brahman. "You have been away a long time," growled the tiger.

"Give me five minutes more," begged the Brahman. "I want to explain things to the jackal, who seems to be slow of wit."

"I will give you just five minutes," said the tiger.

So the Brahman once more told the story to the jackal, making it as long as possible.

"Oh, my poor brain!" cried the jackal, wringing his paws. "Let me see; how did it all begin? You were in the cage when the tiger walked by."

"Pooh!" cried the tiger. "How stupid you are! I was in the cage."

"Of course!" cried the jackal. "Yes, I was in the cage. No, I wasn't. Dear, dear! where are my wits? Let me see! The tiger stood by the Brahman, and the cage came walking by. No, that's not right, either! Well, don't mind me, but begin your dinner, for I shall never understand."

"Yes, you *shall* understand!" cried the tiger, in a rage. "I'll make you understand! Look here! I am the tiger. Do you understand that?"

"Yes, Sir Tiger."

"This is the Brahman. Do you understand that?"

"Yes, Sir Tiger."

"And this is the cage. Do you understand that?"

"Yes, Sir Tiger."

"And I was in the cage. Do you understand that?"

"Yes — no. Please, Sir Tiger!"

"Well, what is it?" cried the tiger, in great anger.

"Please, Sir Tiger," said the jackal, "how did you get into the cage?"

"How did I get into the cage?" growled the tiger. "There is only one way to get into a cage!"

"Oh, dear me!" said the jackal. "What a poor head I have! It is beginning to whirl again. Please don't be angry, Sir Tiger, but what *is* the only way to get into a cage?"

This filled the tiger with rage, and he jumped into the cage. "This way!" he roared. "This is the only way to get into a cage. Now, do you understand?"

"Oh, yes, I understand perfectly," grinned the jackal, quickly fastening the door. The tiger was caged again, and the Brahman was saved.

— *A Tale from India.*

What was the cause of the Brahman's trouble?

How was he saved from death?

LESSON CCCXIII

PLAYING THE STORY

You will enjoy playing this story, but before doing so, study it carefully.

THE ACTS

You notice in reading the story, "The Brahman and the Tiger," that it is divided into two parts. About what did the first tell? the second?

As a story is divided into parts, so a play is divided into acts. In playing this story, what will be the name of the first act? It might be called "The Brahman's Danger."

This act is divided into smaller parts, or scenes. The tiger pleaded to be released; but how did he act when the Brahman opened the door? That proved him to be ungrateful. We might call this scene "The Ungrateful Tiger." After persuading the tiger to wait, what did the Brahman do? We might name this scene "The Brahman's Search for Help."

When the Brahman returned with the jackal, what finally happened? We might call this act "The Tiger Outwitted." The second act is divided into scenes also.

Where did the Brahman first go? He was delighted when he unexpectedly met the jackal. We might name this scene "The Unexpected Friend." This friend seemed stupid, but he outwitted the tiger. How did he do this? We might call the second scene "The Jackal's Ruse." *Ruse* means *trick*.

How many acts are in each story? How many scenes are in each act?

THE PLACES

Where does the greater part of the play occur? How many other places are needed? Decide upon the places.

THE CHARACTERS

How many characters are there in the story? Some of these are neither people nor animals, but they talk with the Brahman, and must be given places among the characters. Choose the children to play the different parts; decide upon the conversation. Each player must study his speeches and decide upon the best way to represent the character.

When the play is over, tell what you liked about it, and suggest how it might be improved.

LESSON CCCXIV**TELLING THE STORY**

Tell this story at school or at home. Use the following outline or prepare one of your own :

- I. The Brahman's Danger.
 1. The Ungrateful Tiger.
 2. The Brahman's Search for Help.
- II. The Tiger Outwitted.
 1. The Unexpected Friend.
 2. The Jackal's Ruse.

LESSON CCCXV

VARIETY OF EXPRESSION

Read :

1. He rolled and bit with rage.
2. Out sprang the tiger and seized the man.
3. The jackal seemed slow of wit.

Express the thought in these sentences in different ways.

Some of the words that have nearly the same meaning as *rage*, are: *fury*, *frenzy*, *indignation*, *wrath*. Decide which of them could be used suitably in the first sentence.

Words that have nearly the same meaning as *sprang*, are: *jumped*, *leaped*, *bounded*. Could you use any of these words in the second sentence? Tell what words could be used instead of *seized* in the same sentence.

In the third sentence there is an expression which shows that the jackal's mind did not seem to *work quickly*. What is it? Change the sentence by using other expressions. You might use *dull*, *slow-witted*, or *dense*.

LESSON CCCXVI

CAREFUL SPEAKING

The following words are often mispronounced because people do not look at them carefully. Study the list and be sure that you can pronounce each word correctly :

chimney	hundred	handkerchief	gigantic
library	partner	athletics	geography
February	government	suggestion	cavalry

LESSON CCCXVII

THE DUEL

Study of a Poem

Read :

The gingham dog and the calico cat
Side by side on the table sat ;
'Twas half past twelve, and what do you think ?
Nor one nor t'other had slept a wink.
The old Dutch clock and the Chinese plate
Appeared to know as sure as fate,
There was going to be a terrible spat.
I wasn't there, I simply state
What was told to me by the Chinese plate.

The gingham dog went, "Bow-wow-wow!"
And the calico cat replied, "Meow!"
The air was littered an hour or so,
With bits of gingham and calico,
While the old Dutch clock in the chimney place
Up with its hands before its face,
For it always dreaded a family row!
Now mind, I am only telling you
What the old Dutch clock declares is true!

The Chinese plate looked very blue,
And wailed, "Oh dear! What shall we do?"
But the gingham dog and the calico cat,
Wallowed this way and tumbled that,
Employing every tooth and claw
In the awfulest way you ever saw —
And oh! how the gingham and calico flew.
Don't fancy I exaggerate:
I got my news from the Chinese plate!

Next morning where the two had sat,
They found no trace of dog or cat;
And some folks think unto this day
That burglars stole the pair away!
But the truth about the cat and pup
Is this: they ate each other up!
Now what do you really think of that?
The old Dutch clock it told me so,
And that is how I came to know.

— EUGENE FIELD.

When two men agree to fight over some real or imaginary insult, the fight is called a duel. Men seldom fight duels nowadays. There are more sensible ways of settling disputes.

Who fought the duel about which this poem tells? At what hour was it fought? How did the poet learn about this fight? Read the lines that show this.

What word did the poet use for *filled with scraps*? How did the Dutch clock show its terror? What did the Chinese plate say and do? What word does the poet use to describe the half-crying tone the plate used in speaking? How does he tell us that the dog and cat rolled about while fighting?

In the third stanza the poet says that he is not telling more than what really happened. What do you think of that statement?

How are we told of the end of the fight? What did some people say had happened? What did the poet say he thought? What do you think had happened?

LESSON CCCXVIII

WORD PICTURES

Here are some beautiful things that different writers have said about the brook. They speak of it as if it were a person :

1. The little brook's learning a lesson —
A spring song of ripple and fun;
The whole world will join in the chorus,
As soon as the tune is begun.

Why does the writer speak of the *song* of the brook? How will the whole world join in the chorus? When has a brook sung to you? What kind of song was it?

2. I chatter, chatter, as I flow
To join the brimming river,
For men may come and men may go,
But I go on forever.

How do you like Tennyson's picture of a brook? What about it do you like best?

3. I come from rocky caverns deep;
O'er stones and moss my course I keep;
Upon my bosom gently lies
The image of the azure skies.

Where does this brook rise? What is its course? Where have you seen the azure sky pictured on the bosom, or surface, of the water?

4. Merry, frolicking May
Into the woods came skipping one day;
She teased the brook till he laughed outright,
And gurgled and scolded with all his might.

Why should the month of May be described as merry, rollicking, frolicking? In cold countries how does May make the brook laugh?

5. A noise like of a hidden brook
In the leafy month of June,
That to the sleeping woods all night
Singeth a quiet tune.

What words does the poet use to give the impression of a quiet brook?

Which of the other stanzas give the impression of a noisy brook?

These beautiful descriptions might be called word pictures. We get as much pleasure from reading them as we do from looking at beautiful paintings.

In the stories or poems that you have read or learned, what word pictures do you like? Read to the class your favorite word picture.

LESSON CCCXIX

COMPLETING ORIGINAL STORIES

Make up, or compose, an original story. Tell part of the story and call upon some child to complete it. Make your stories as interesting as possible.

For a nature story, you might begin somewhat like this:

As I went through the woods one day, I heard the plaintive call of a young bird which was answered by the scolding cry of a mother bird. These calls and answers were repeated several times before I discovered anything. But suddenly, looking down at the roots of a great tree, I was surprised to see —

Tell what you saw, and what occurred afterward.



LESSON CCCXX

STUDY OF A PICTURE

The setting of the picture on the opposite page is the garret in a fine old home. The time is late evening. How do we know this?

Notice that the people in the room are in two groups. Where is the boy, and what is he doing? How is he dressed? How does he seem to feel? Who holds the lantern? How? Notice where the light falls. Most of the father's figure is in shadow. Why? Some one stands near him with her hand on the latch of the open door. Who is she? At whom is she looking? How do you think she feels? Tell something of the group just back of her, on the threshold.

Glance at the whole picture again and give it a name. Ask your teacher for the name given by the artist.

LESSON CCCXXI

STORY FROM THE PICTURE

From the following suggestions, tell a story about "The Little Handel":

1. Handel was a famous musician; loved music from earliest childhood; learned to play on musical instruments at an early age; composed music as soon as he learned the

notes on the staff; practised for hours; gave the family no relief.

2. Once he went to a friend's house to spend the day; the father hid the spinet in the garret; hope of quiet.

3. Upon returning home Handel discovered the loss; asked questions in vain; sought but could not find the spinet; went to bed disconsolate.

4. About ten o'clock in the evening strange sounds heard by the family; lantern hastily lighted; the search; the discovery; Little Handel's fear; the mother's plea; return of the spinet; Handel's joy.

LESSON CCCXXII

THE LEGEND OF THE ARBUTUS

For Reading

Read:

An old, old Indian once lived alone in his wigwam among the whispering pines of the Northland. Bear-skin garments covered his body and moose-skin moccasins protected his feet. His long white hair and beard fell like a thick veil to his waist. A slender column of smoke curled upward from a scanty fire of sticks in the middle of the lodge. The old man sat beside the fire and nodded, half-waking and half-sleeping.

While he dreamed, a beautiful maiden appeared in the forest trail leading from the Southland. Her cheeks were like pink roses, and her eyes were as soft as twilight skies.

Her hair was brown like the nuts of late October, and her voice as sweet as the voice of a singing bird. Her step was as light as a summer breeze, and wherever she trod the snow melted, giving place to ferns and grass. Straight to the lonely wigwam she walked, raised the flap, and entered unbidden. Her breath had the fragrance of clover, and as she stood upright in the tent, the air became as sweet and balmy as a day in June.

"A greeting to you, O Winter!" she said with a smile.

"Why do you come to the Northland?" asked the old man.

"I breathe upon the woods and it is winter."

"When I breathe," replied the maiden softly, "the violet and other wild flowers open their eyes."

"When I toss my gray locks," returned the old man, "snow covers the earth."

"When I shake my brown curls," replied the maiden, "the warm rain falls."

"When I walk among the trees," said the old man, "the leaves fall; squirrels and beavers seek their holes; and the jay and the wild geese take flight to the Southland."

"When I come," said the maiden, "branches put forth their leaves; beavers and squirrels come out of their hiding-places; and the birds return to the Northland."

While the two were speaking, the air of the wigwam grew warmer and softer. The old man's head bent lower and lower, until finally he lay upon the ground, his eyes heavy with sleep. The maiden knelt at his side, lightly resting her warm fingers upon his forehead; and lo! he disappeared from view! A

bunch of green leaves appeared where his head had been, and around the green leaves grew soft gray moss.

"I am stronger than you, O Winter, for I give life while you only destroy. Here I leave my most precious flowers and sweetest breath," the maiden whispered, taking a cluster of pink and white flowers from the folds of her garment and placing them among the green leaves. "Whoever finds you, O arbutus, must kneel as I kneel now." With these words she rose and moved away, through the forest and over the waking fields; and wherever she stepped, and nowhere else in all the world besides, grows the trailing arbutus.

— *An Indian Legend.*

About whom does the first part of the story tell? What is the next picture given? When the maiden entered the wigwam, what took place? Which proved the stronger, Winter or Summer? How? What beautiful thing sprang into life in the wigwam?

LESSON CCCXXIII

VARIETY OF EXPRESSION

Read:

1. A beautiful maiden appeared in the forest trail.
2. Her cheeks were like pink roses.
3. Her hair was brown like the nuts of late October.
4. Her voice was as sweet as the voice of a singing bird.
5. Her step was as light as a summer breeze.

Express the thought in each of the sentences in as many ways as you can. Think of other ways of describing the maiden's cheeks, hair, voice, and step.

LESSON CCCXXIV

TELLING THE STORY

Write in your notebook the following outline :

The Legend of the Arbutus

1. Description of Winter as an old man.
2. Description of Spring as a beautiful maiden.
3. The test of strength.
4. Coming of the arbutus.

Tell the story in Lesson CCCXXII from this outline.

LESSON CCCXXV

PANTOMIME

The true meaning of stories often becomes clear when one tries to tell them by means of action, or by pantomime. This is also a good way to entertain friends.

Re-read "The Legend of the Arbutus." Choose two children to represent the two characters in the story. Represent the old warrior in the wigwam before the appearance of the beautiful young woman. Think of the cold outside of the wigwam and the few blazing

sticks inside. Picture the silent dignity of the Indian and how he would stretch out his hands to be warmed by the blaze.

Imagine his look when the maiden enters. Think of the gentleness, dignity, and beauty of Spring as she comes through the low doorway and stands erect.

Study how to express in action what each one says.

Picture the maiden with her gentle, steady hands upon Winter's forehead. Picture her as she places the flowers among the green leaves.

Play the story in pantomime.

Find other stories to pantomime and give much thought to the way each part may be clearly represented. Play them, and have your classmates guess the stories.

LESSON CCCXXVI

PERSONIFICATION

In "The Legend of the Arbutus," Winter is represented as an old man, and Spring as a beautiful maiden. When we speak of anything that is not a person as if it were a person, we **personify** that thing. Words expressing **personification** usually begin with capital letters.

Read :

The Tree's early leaf-buds were bursting their brown ;
"Shall I take them away?" said the Frost, sweeping down,

Out of the bosom of the Air,
Out of the cloud-folds of her garments shaken,
Over the woodlands brown and bare,
Over the harvest-fields forsaken,
Silent, and soft, and slow
Descends the snow.

The River was dumb and could not speak,
For the weaver Winter its shroud had spun.

Now came still Evening on, and Twilight gray
Had in her sober livery all things clad.

In the first quotation, what two things has the poet personified? With what kind of letter does each word begin?

Tell what object is personified in the other quotations and how the personification is shown to the eye.

In the last quotation what words are used to show that approaching twilight had made everything look gray and sober?

Tell which quotation you like best, and give reasons for your choice.

Remember :

That a thing is personified when it is spoken of as a person.
Words expressing personification usually begin with a capital letter.

LESSON CCCXXVII

WRITING DESCRIPTIONS

Copy the following description :

I am thinking of something at home. It has a head, but it does not think. It has a foot but it cannot step. It has four stiff legs. It is a better friend by night than by day. Of what am I thinking?

EXERCISES

I

Be ready to write the description following a plan similar to that used in Lesson CCLIX.

II

Write a description of something you have at home.

LESSON CCCXXVIII

SELECTIONS TO BE MEMORIZED

Copy and memorize the following selections:

There's joy on the mountains;
There's life in the fountains;
Small clouds are sailing,
Blue sky prevailing;
The rain is over and gone!

— WILLIAM WORDSWORTH.

The year's at the spring,
And day's at the morn;
Morning's at seven;
The hillside's dew-pearled;
The lark's on the wing;
The snail's on the thorn;
God's in his heaven —
All's right with the world!

— ROBERT BROWNING.

Be ready to write the selections from memory.

Tell why contractions are used in each line of the second selection.

Read the lines that tell the season and the time of day.

Give the thought of the last two lines.

LESSON CCCXXIX

THE FLAG GOES BY

Study of a Poem

Read:

Hats off!

Along the street there comes
A blare of bugles, a ruffle of drums,
A flash of color beneath the sky:

Hats off!

The flag is passing by!

Blue and crimson and white it shines,
Over the steel-tipped, ordered lines.

Hats off !

The colors before us fly ;
But more than the flag is passing by.

Sea-fights and land-fights, grim and great,
Fought to make and to save the State :
Weary marches and sinking ships ;
Cheers of victory on dying lips ;

Days of plenty and years of peace ;
March of a strong land's swift increase ;
Equal justice, right and law,
Stately honor and reverend awe ;

Sign of a nation great and strong
To ward her people from foreign wrong ;
Pride and glory and honor, — all
Live in the colors to stand or fall.

Hats off !

Along the street there comes
A blare of bugles, a ruffle of drums ;
And loyal hearts are beating high :

Hats off !

The flag is passing by !

— HENRY HOLCOMB BENNETT.

Imagine yourself watching this procession of soldiers. What heads the procession? What expression does the writer use instead of *a sound of bugles*? instead of *drums beating*? What comes behind the band? Look at the fourth line of the poem, and note the expression the author uses for the flag, with its stripes of red and white.

The first line of the second stanza names the colors that shine in the flag. Use the author's expression for this. The flag waves over the steel bayonets of the soldiers. How does the author tell where it waves?

The flag is much more than "the colors." It stands for things that we should remember with pride. The third stanza mentions some of these things. What are they? Of what sea-fight do you know in which our flag led the way to victory? What land-fight can you mention? In telling of these fights, what words are used instead of *fierce*? Why were these battles fought? For what other things does the flag stand?

In the fourth stanza what word is used to describe *honor*? What words express *great love and respect*?

Of what is the flag the sign? What word is used instead of *defend*? What three things live in the colors?

In the last stanza what word is used instead of *true*? What effect have these sights and sounds upon us?

What order is repeated several times in the poem? Why should one take his hat off when the flag passes by?

LESSON CCCXXX

A SALUTE TO THE FLAG

Study:

I pledge allegiance to my flag, and the republic for which it stands: one nation indivisible, with liberty and justice for all.

Copy and memorize this salute and use it in saluting the flag.

LESSON CCCXXXI

A LETTER

Read:

COPENHAGEN, JUNE 14, 1850.

DEAR LITTLE MARIE,

I am in the country now, like you. I have had strawberries, large red strawberries, with cream. Have you had any?

Yesterday I went down to the sea and sat on a rock by the shore. Presently a large white bird that they call a gull came flying along. It flew right toward me, so near that it nearly flapped me with its wings. It didn't, but it said, "Ma-ma-reel!" "Why, what's the matter?" I asked. "Ma-ma-reel!" it said again, and then of course I understood that, "Ma-ma-ree" meant Marie. "Oh," said I, "then

"You bring me a greeting from Marie, eh?" "Ya-ya! Ma-ma-ree," it said. It couldn't say it any better than that, for it only knew the gull language, and that is not very much like ours. "Thanks for the greeting," said I, and off flew the gull. After that, as I was walking in the garden, a little sparrow came flying up. "I suppose you have flown a long way?" "Vit, vit," it said. "Have you been to Petershøi?" I asked. "Lit, lit, lit," it said. "Did you see Marie?" I asked. "Tit, tit, tit," it said. "Then give my greeting to Marie, for I suppose you are going back?" I said. "Lit, lit," it replied. If it has not come yet, it will come later on, but first I'll send you this letter. You may feed the little bird, if you like, but you must not squeeze it.

Isn't it nice to be in the country, to paddle in the water and to eat good things?

Yours affectionately,

HANS C. ANDERSEN.

Andersen lived in Denmark. Where is Denmark? Tell what you know about the country. What interesting things did Andersen write Marie?

LESSON CCCXXXII

A REPLY TO THE LETTER

A class of children were told to answer the letter from Andersen. There was a discussion in which their teacher reminded them of these things:

1. That a reply must be a real reply — that one must answer questions or respond to thoughts in the letter.

2. That one must tell something interesting, in an interesting way.

One child headed her letter, Richmond, Va. Why was that wrong? She gave the real date and signed her own name. What would you say about a child who would reply in that way?

One child in the class who had imagination wrote the following letter:

PETERSHÖI, DENMARK,

June 25, 1850.

DEAR UNCLE HANS,

Yes, it is nice to be in the country. I like to wade in the water and eat the fresh fruits. I haven't had any strawberries yet, but we shall have some soon; the strawberries in the garden are turning red. I watch them every day. A little bird is watching them, too.

I was sitting in the garden this morning, when a little sparrow flew toward me. It flew round and round my head, saying, "Lit, lit; vit, vit!" At first I did not know what it meant, but finally I said, "Oh, I know what you are saying. You are saying, 'I bring Uncle Hans's love! I bring Uncle Hans's love!'" Just then the sparrow flew away.

Yours lovingly,

MARIE.

Tell what you like about this letter. How did the child show that she remembered the two things of which the teacher reminded the pupils?

EXERCISE

Imagine that you are Marie: write a reply to Andersen's letter. Remember the two things the teacher told her class.

LESSON CCCXXXIII

PARTS OF A LETTER

Read the letter Hans Andersen wrote Marie.

From what place was the letter written? When? These two items form the **heading** of the letter. Copy on the board the two parts of the heading of this letter. Where were commas used?

How does Andersen salute, or address, Marie? Compare the place of the heading with the place where the **salutation** appears. What mark follows the salutation? Copy the salutation in its proper place.

Write the first sentence of the **body** of the letter. Compare the position of the first word of this sentence with the first word of the salutation; with the words forming the left margin of the letter. This first word is indented to show the beginning of a paragraph. What does this paragraph tell Marie?

Read the second paragraph in the body of the letter.
What does it tell Marie?

Tell what Andersen asked in the last paragraph.

In closing the letter, what words did he write before signing his name? This is called the **polite ending**. Observe the kind of letter with which the polite ending begins and the place the words occupy. Copy the polite ending. What mark follows it?

The name of the writer is the **signature**. The polite ending and the signature are the two parts of the **conclusion** of the letter. Copy the signature.

How many parts are there to a letter?

Your teacher will put a letter form on the board and you may show where each part should be written.

LESSON CCCXXXIV

A QUEER STORY

Careful Speaking

Read the following story very carefully and be sure to pronounce each syllable clearly. Take special care to pronounce all final consonants:

Into the street the piper stept,
Smiling first a little smile,
As if he knew what magic slept

In his quiet pipe the while ;
Then, like a musical adept,
To blow the pipe his lips he wrinkled,
And green and blue his sharp eyes twinkled,
Like a candle flame where salt is sprinkled ;
And ere three shrill notes the pipe had uttered,
You heard as if an army muttered ;
And the muttering grew to a grumbling ;
And the grumbling grew to a mighty rumbling ;
And out of the houses the rats came tumbling.
Great rats, small rats, lean rats, brawny rats,
Brown rats, black rats, gray rats, tawny rats,
Grave old plodders, gay young friskers,

Fathers, mothers, uncles, cousins,
Cocking tails and pricking whiskers,
Families by tens and dozens,
Brothers, sisters, husbands, wives —
Followed the piper for their lives.

From street to street he piped, advancing,
And step for step they followed dancing,
Until they came to the river Weser,
Wherein all plunged and perished !
— Save one, who, stout as Julius Cæsar,
Swam across and lived to carry
(As he, the manuscript he cherished)
To Rat-land home his commentary :
Which was, “At the first shrill note of the pipe
I heard a sound as of scraping tripe,

And putting apples, wondrous ripe,
Into a cider-press's gripe :
And a moving away of pickle-tub boards,
And a leaving ajar of conserve-cupboards,
And a drawing the corks of train-oil-flasks,
And a breaking the hoops of butter-casks :
And it seemed as if a voice
(Sweeter far than by harp or by psaltery
Is breathed) called out, 'Oh, rats, rejoice !
The world is grown to one vast drysaltery !
So munch on, crunch on, take your nuncheon,
Breakfast, dinner, supper, luncheon !'
And just as a bulky sugar-puncheon,
All ready staved, like a great sun shone
Glorious, scarce an inch before me,
Just as methought it said, 'Come, bore me !'
— I found the Weser rolling o'er me."

— ROBERT BROWNING.

If you know the story of the Pied Piper, tell it to the class.

The following outline may help :

1. Why the people made a bargain with the Pied Piper.
2. What the piper did.
3. The failure of the Mayor of Hamelin to keep his promise.
4. The piper's revenge.

LESSON CCCXXXV

ANOTHER USE OF CAPITALS

Read :

1. I should like to spend a winter in the South. I see the birds fly south and I should like to go with them.
2. The birds flew east, the birds flew west.
3. That rich man owns a mill in the East, and a ranch in the West.
4. When children in the North are snowballing, children in the far South are picking flowers.

In which sentences do the words *south*, *east*, *west*, and *north* show direction? With what kind of letter are they written in those sentences?

In which sentences do they refer to sections of the country? With what kind of letter are they written in those sentences?

Write sentences in which the words *north*, *south*, *east*, and *west* show directions.

Write other sentences in which they refer to sections of the country.

LESSON CCCXXXVI

DIVIDED QUOTATIONS

Read :

1. "When I shake my gray locks, snow covers the ground," said the old man.

2. "When I shake my gray locks," said the old man, "snow covers the ground."

3. "When I breathe, the wild flowers open their eyes," replied the maiden softly.

4. "When I breathe," replied the maiden softly, "wild flowers open their eyes."

Compare the first and second sentences. In what way do they differ? The quotation in the second sentence is **divided**. What words divide the quotation? How are they separated from the quotation? How many sets of quotation marks are used?

Compare the third and fourth sentences and tell how they differ. Which sentence is a divided quotation?

Write the second and the fourth sentences on the board, taking care to use quotation marks and commas correctly.

Turn to "The Legend of the Arbutus" and find other divided quotations.

LESSON CCCXXXVII

DIVIDING QUOTATIONS

Re-write the following sentences and divide the quotations:

1. "My only regret is that I have but one life to give for my country," said Nathan Hale.

2. President Garfield said, "An ounce of pluck is worth a ton of luck."
3. "His need is greater than mine," said Philip Sidney.
4. "Lafayette, we are here," said General Pershing.
5. "The world must be made safe for democracy," said President Wilson.

Before re-writing the sentences, decide where the dividing words will sound best. Some of the sentences may be divided in two or three ways.

LESSON CCCXXXVIII

REVIEW EXERCISES

I

Tell some short story you have read recently in a magazine or newspaper. It may be amusing or sad.

II

Write from memory a short poem you like to recite.

III

Describe a picture in one of your school books and let your classmates give the name from your description.

IV

Write sentences in which you tell what happened on two important dates.

V

Be ready to tell what you know about the use of:

- | | |
|--------------------|-------------------|
| 1. The capital | 5. The apostrophe |
| 2. The period | 6. The hyphen |
| 3. The comma | 7. The stanza |
| 4. Quotation marks | 8. The paragraph |

VI

Bring to class the following: a statement; a question; a sentence that commands; a sentence that exclaims.

VII

Make a list of the words you are trying to use correctly; also a list of the new words you have learned recently.

LESSON CCCXXXIX

A SELECTION TO BE MEMORIZED

Copy in your notebook and memorize the following:

True worth is in being, not seeming,
In doing each day that goes by
Some little good — not in dreaming
Of great things to do by and by;

For whatever men say in blindness,
And spite of the fancies of youth,
There's nothing so kingly as kindness
And nothing so royal as truth.

— ALICE CARY.

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